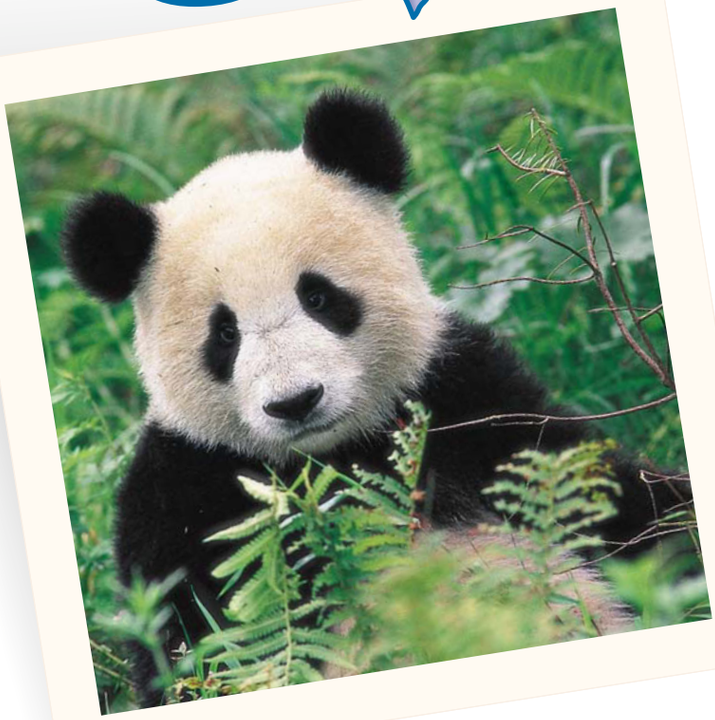
HOUGHTON MIFFLIN

# English

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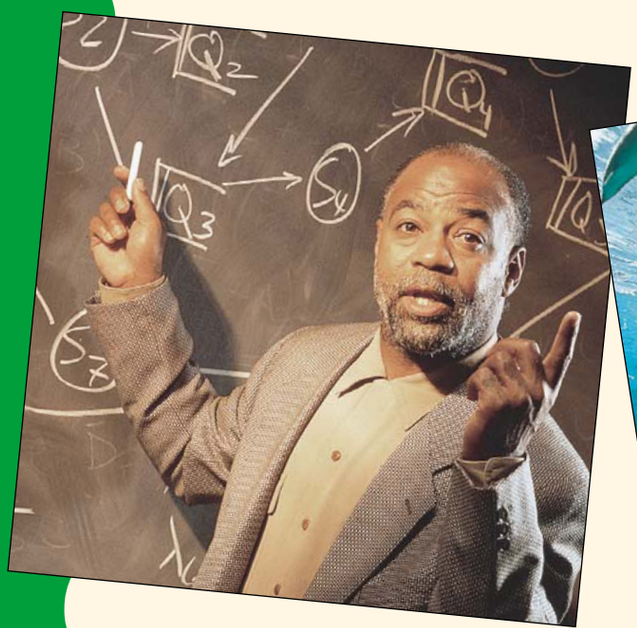
Read Together

Getting Started

# Listening, Speaking, Viewing, and Writing

We listen, speak, view, and write every day. What might these people be listening to, saying, viewing, or writing?



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# Listening

## Why We Listen

We listen for many reasons.

Why are these people listening?

Circle a picture that shows one way you listen.

Talk about why you listen.

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## How We Listen

Talk about the tips for listening.

### Tips for Listening

- Listen carefully to the words.
- Think about what you hear.
- Look at the speaker's face and hands.
- Raise your hand and ask questions.

**Apply It**

Draw pictures of yourself following the listening tips.

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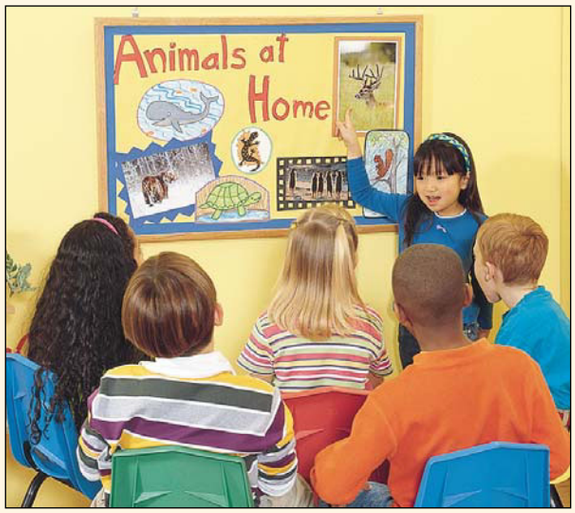
# Speaking

## Why We Speak

We speak for many reasons.

Why are these people speaking?



Circle a picture that shows one way you speak.

Talk about why you speak.

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## How We Speak

Talk about the tips for speaking.

### Tips for Speaking

- Look at your listeners.
- Speak clearly and loudly enough.
- Use your face and hands to help show what you mean.

### Apply It

Draw, or cut and paste, pictures of people speaking correctly.

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# Viewing

## Why We View

Viewing is looking and thinking about what we see. We view for many reasons.

Why are these people viewing?

Circle the pictures that show ways you view.

Talk about why you view.

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# How We View

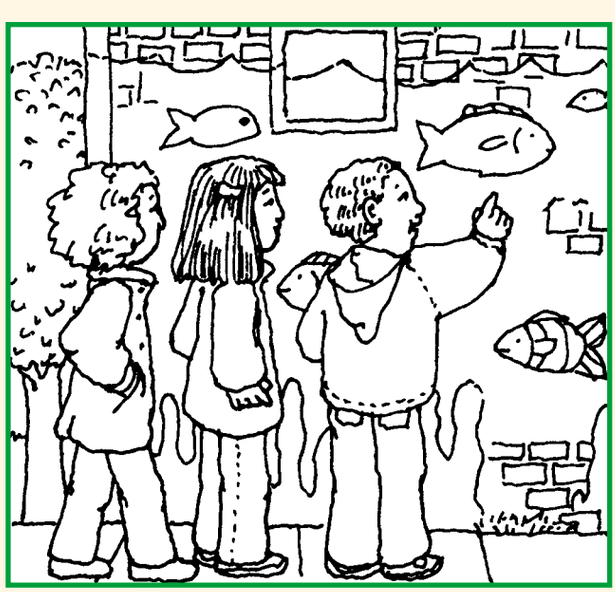
Talk about the tips for viewing.

## Tips for Viewing

- Look at the whole picture or object. Then look at each part.
- Ask yourself questions about what you see.
- Think about the message or main idea.

## Apply It

Color the picture that shows all of the children using the tips for viewing.



Talk about the picture you did not color. Which tip are some viewers not following?

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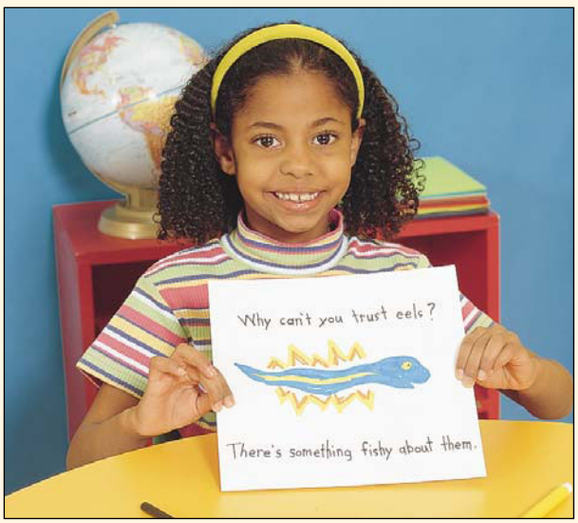
# Writing

## Why We Write

We write for many reasons.

Why are these children writing?



Circle the pictures that show things like those you have written.

Talk about why you write.

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## How We Write

Talk about the tips for writing.

### Tips for Writing

- Think about why you are writing.
- Think about who will read what you write. Use words that fit your readers.
- Print neatly and clearly.

### Apply It

Draw a picture showing something you would like to write and someone who might read it.

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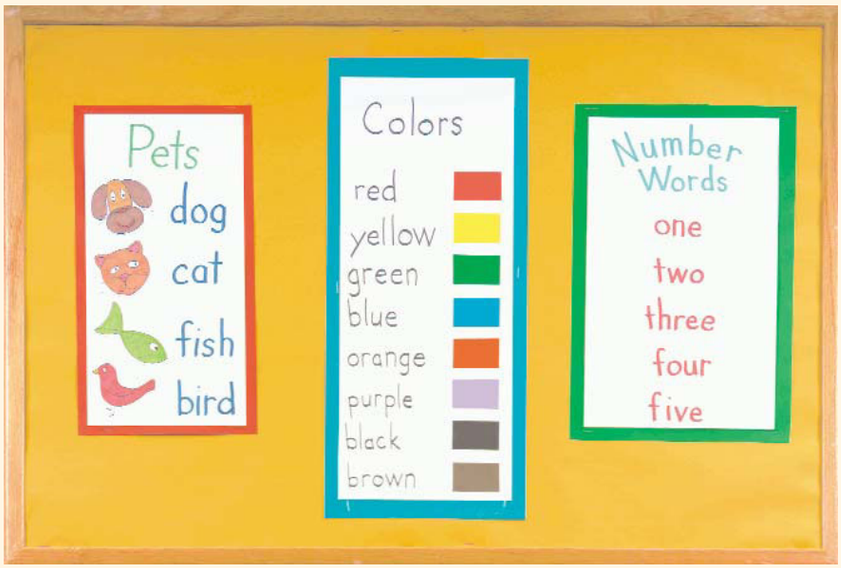
# Writing Warm-Up

## Lists

We write lists so that we can read and remember things easily.

What kinds of things are on these lists? How many things are on each one?




Draw or write a list of your own.

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# Signs

We make signs to send messages. Signs may tell rules or give directions. Signs may also tell about special times.

What does each sign tell you? How are the signs alike? How are they different?

Draw or write to make a helpful sign for your home or classroom.

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Name

# Wrap-Up

## Learning Together

We use listening, speaking, viewing, and writing to learn together.

What are these children doing? What tips are they following?

## Apply It

Together, make a mural or poster. Show children following the tips for listening, speaking, viewing, and writing.

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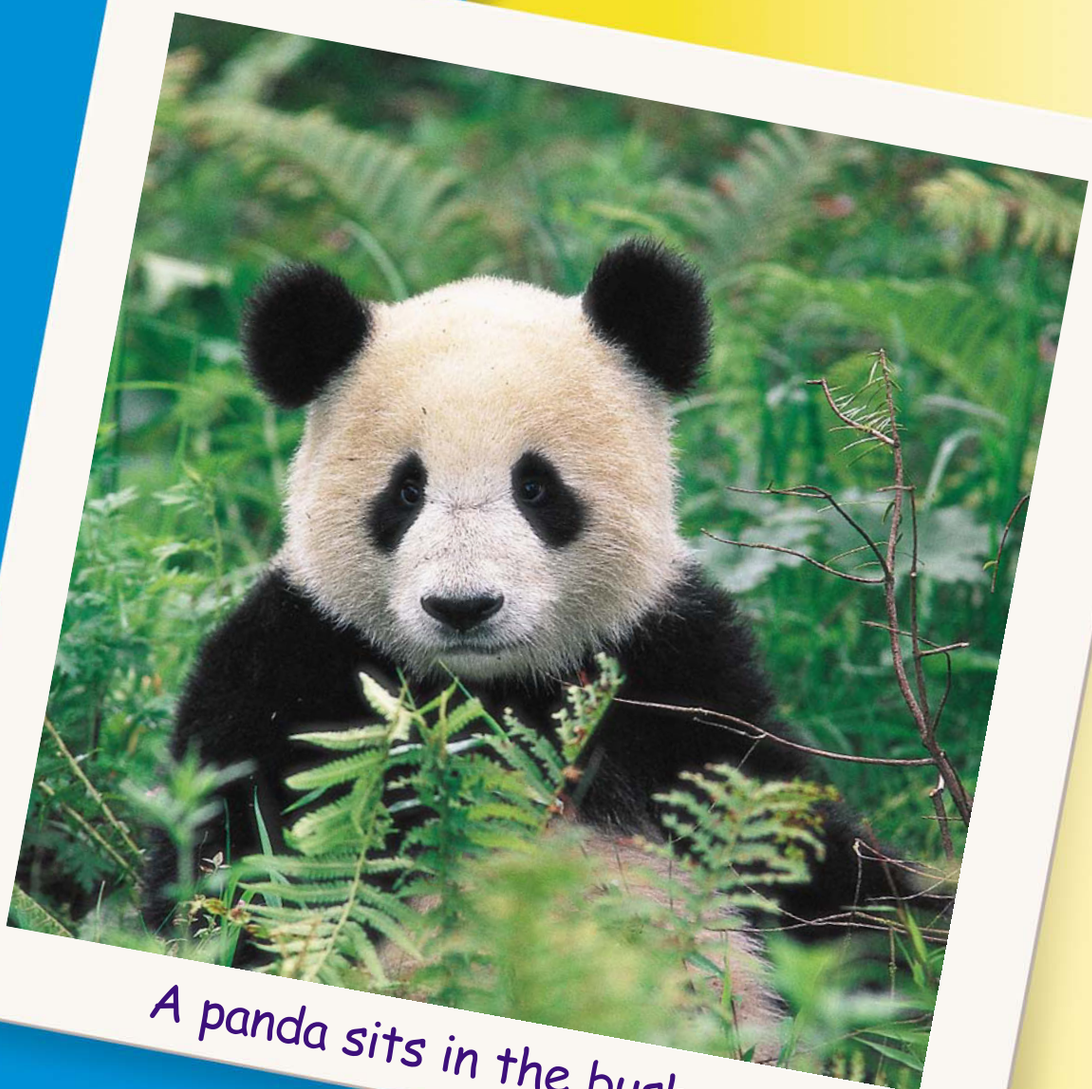
# The Sentence



A panda sits in the bushes.

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Grammar

# 1 What Is a Sentence?

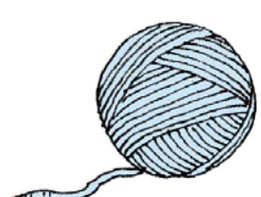
## Warm-Up Look, Listen, Talk

The dog barks. A cat plays.

## Try It Out • Think, Speak, Do

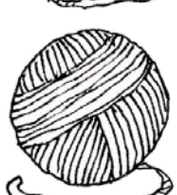
Say each word group below.
Name the sentences.

Color the picture next to each sentence.

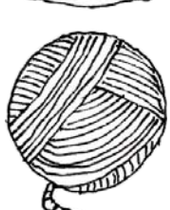


1. The girl looks.

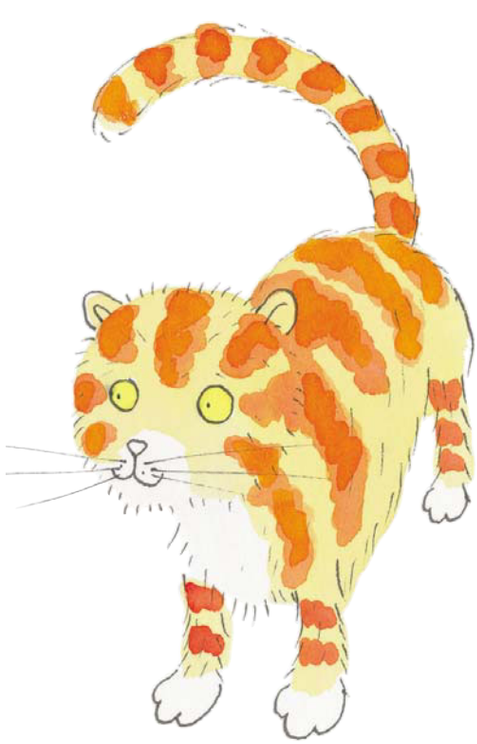
2. looks



3. two fish



4. Two fish swim.



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Say each word group. Name the sentences.

Color each basket that has a sentence.

1. A bird sings.

2. The rabbits eat.

3. the rabbits

4. gets kittens

5. She gets kittens.

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Grammar

# 2 Naming Part

Warm-Up **Look, Listen, Talk**

**The baby** sleeps. **Rusty** stays home.

## Try It Out • Think, Speak, Do

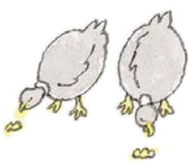
Read each sentence below.
Say the naming part.

Circle the naming part in each sentence.

1. (The boys) walk.

2. Mom waves.

3. A cat looks out.



4. Birds eat food.

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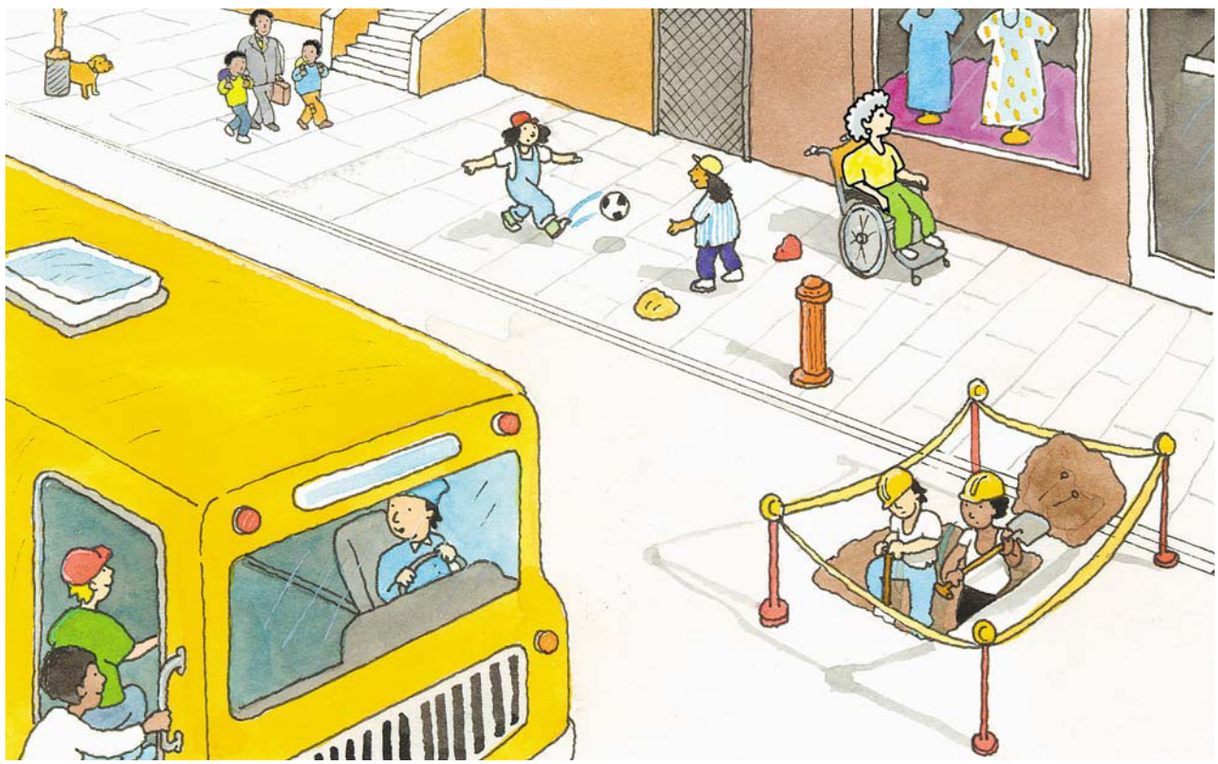

Find the naming part for each sentence. Say the sentences.

Draw lines to make those sentences.

| | |
|---|---|
| The men | 1. ____ play. |
| A woman | 2. ____ dig a hole. |
| The bus | 3. ____ stops. |
| Two girls | 4. ____ step into the bus. |
| People | 5. ____ sees a dress. |

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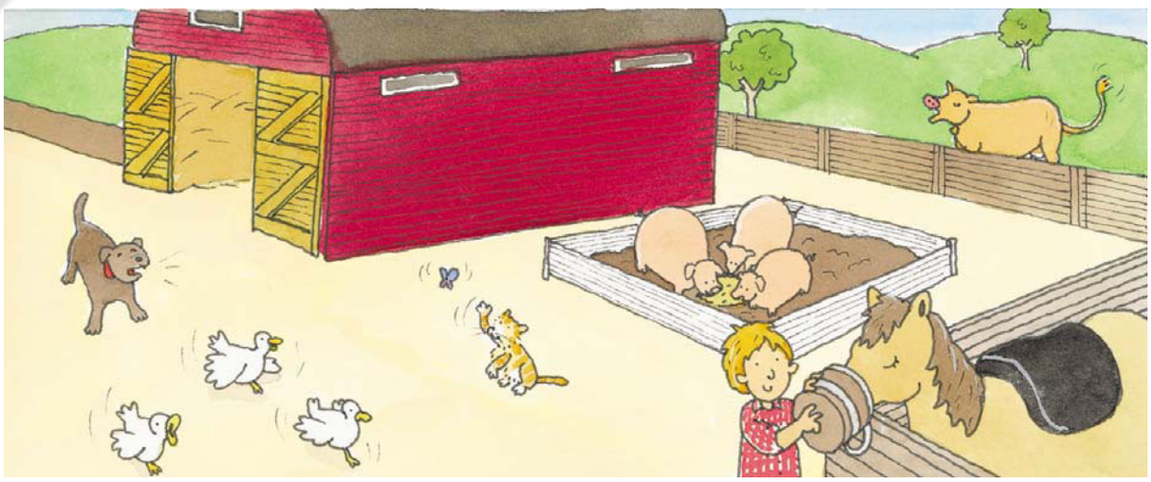
Grammar

# 3 Action Part

Warm-Up **Look, Listen, Talk**



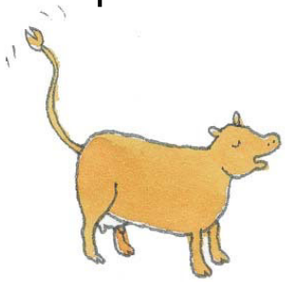
**Three pigs eat.** **Bill feeds the horse.**

## Try It Out • Think, Speak, Do

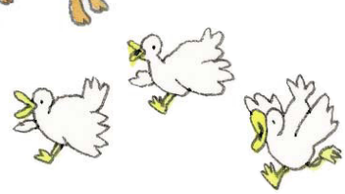
Read each sentence below.
Say the action part.

Circle the action part in each sentence.

**1.** The cow moos.



**2.** Some ducks run.



**3.** The dog barks.

**4.** The kitten jumps.

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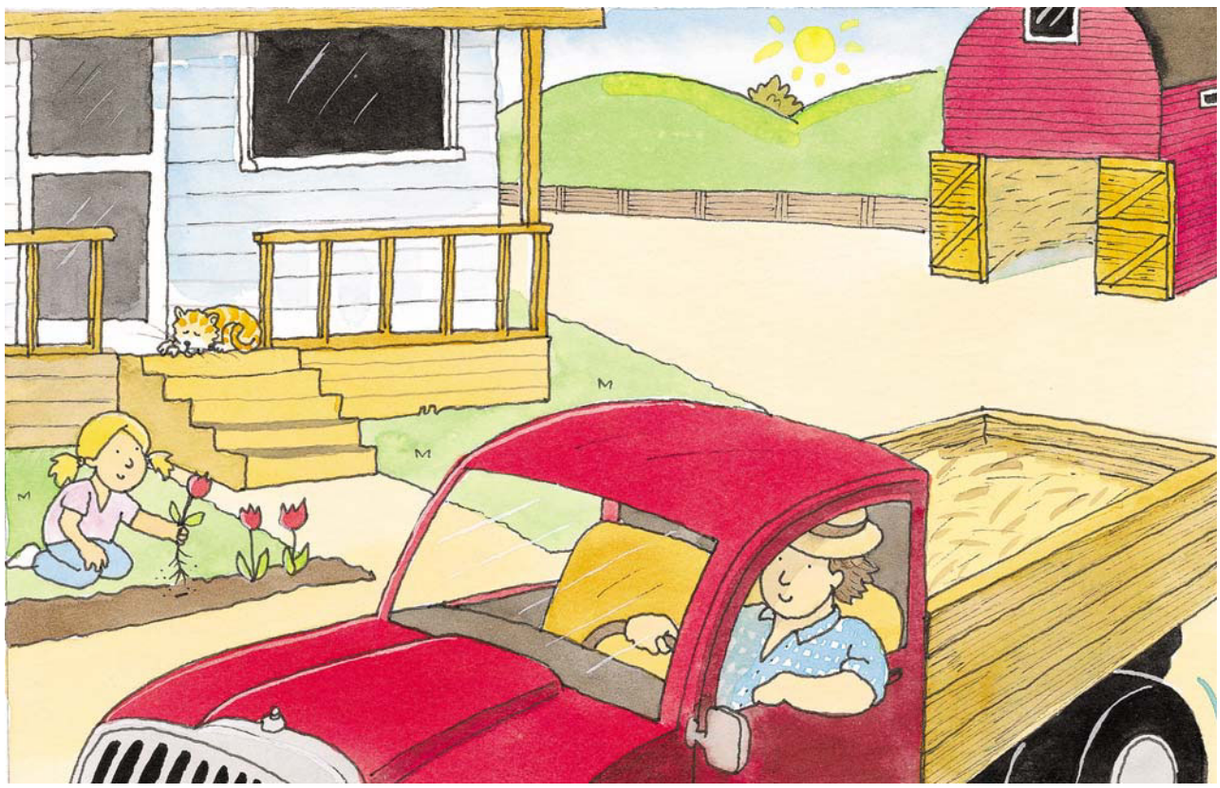

Match naming parts and action parts.
Say the sentences.

Draw lines to make those sentences.

| | |
|---|---|
| **1.** Dad | sleeps all day. |
| **2.** The sun | grow tall. |
| **3.** The red flowers | shines. |
| **4.** My sister | drives a truck. |
| **5.** The cat | picks the flowers. |

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Grammar

# 4 Telling Sentences

## Warm-Up Look, Listen, Talk

**Two birds fly.** **They look for fish.**

## Try It Out • Think, Speak, Do

Say each word group below.
Name the telling sentences.

Draw a line under each telling sentence.

| | |
|---|---|
| **1.** The fish jumps. | the fish |
| **2.** a boat | A boat sails away. |
| **3.** Jan and Kim | Jan and Kim swim. |
| **4.** That woman runs. | that woman |
| **5.** They fly a kite. | fly |

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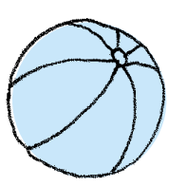
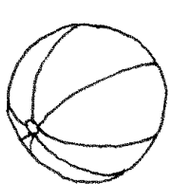
Say each sentence. Name the telling sentences.

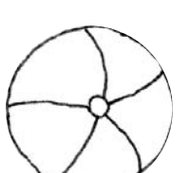
Color the ball next to each telling sentence.



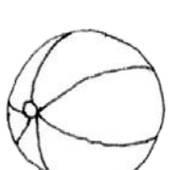
1. He sells ice cream.



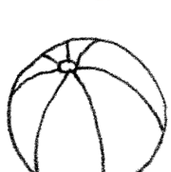
2. The little girl digs.



3. a boy



4. reads a book



5. A man eats an orange.

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Grammar / Mechanics

# 5 More Telling Sentences

Warm-Up **Look, Listen, Talk**

**A girl feeds the ducks.** **Her brother helps.**

## Try It Out • Think, Speak, Do

Say which telling sentences below are correct.

Circle the correct telling sentences.

| | |
|---|---|
| **1.** The ducks quack. | the ducks quack |
| **2.** The man sits. | the man sits |
| **3.** they play a game | They play a game. |
| **4.** two boys skate | Two boys skate. |
| **5.** Fish swim. | fish swim |

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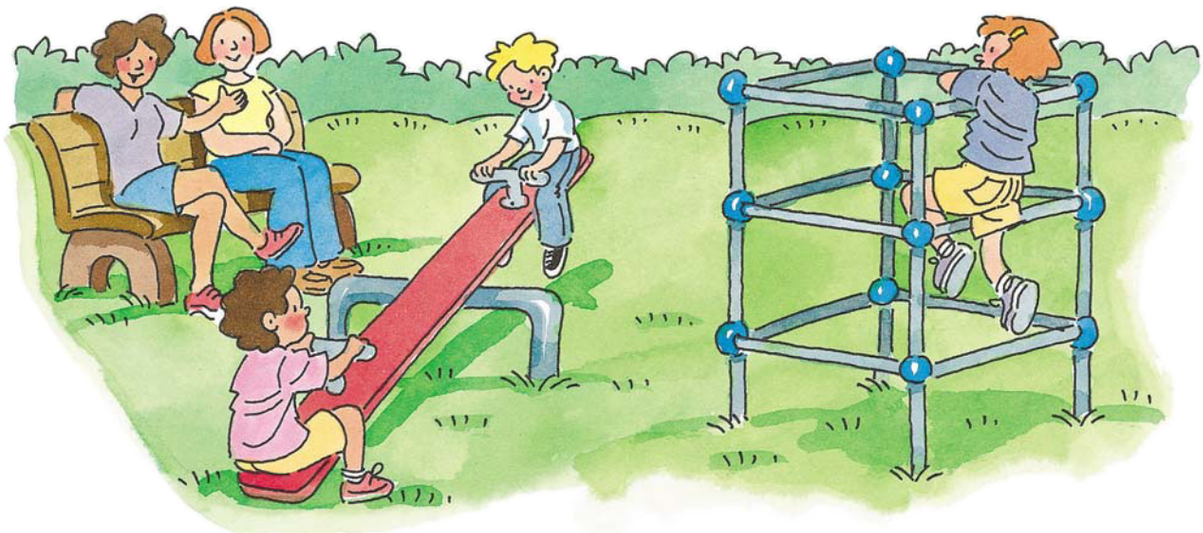

Tell how to make each telling sentence correct.

Write the correct word to begin each sentence. Write the correct end mark.

1. the / The — The mothers talk .
2. Two / two — _____ boys go up and down ___
3. they / They — _____ have fun ___
4. A / a — _____ girl climbs ___
5. She / she — _____ climbs to the top ___

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Name _____

Grammar

# 6 Questions

## Warm-Up Look, Listen, Talk

**Who drives the train?** **Does it go fast?**

## Try It Out • Think, Speak, Do

Say each sentence below. Name the questions.

Draw a line under each question.

1. Will we find a seat?
2. Many people ride to work.
3. Where are we going?
4. Is it a long ride?
5. I like trains.

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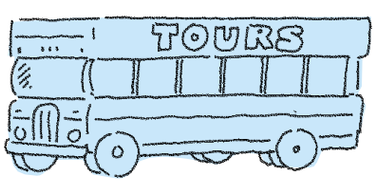
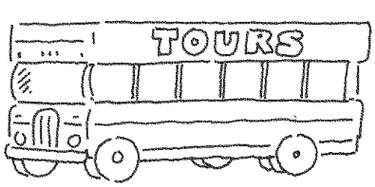
Say each sentence. Name the questions.

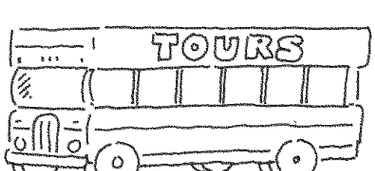
Color the bus next to each question.



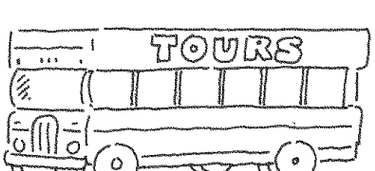

1. Who is on the bus?



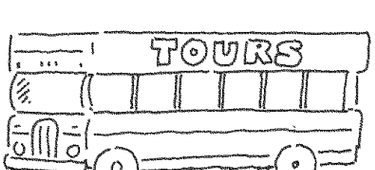

2. Where are we now?




3. I see a big store.




4. What do you see?




5. This ride is fun.

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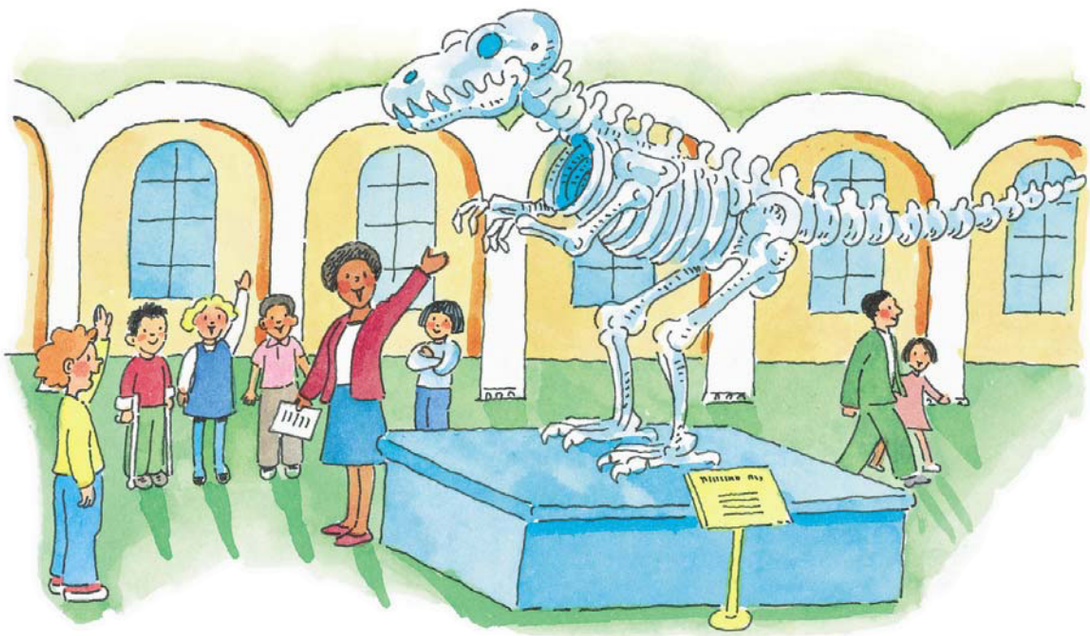
Name _____

Grammar / Mechanics

# 7 More Questions

## Warm-Up Look, Listen, Talk



**What kind of dinosaur is it?** **How old is it?**

## Try It Out • Think, Speak, Do

Say which questions below are correct.

Circle the correct questions.

| | |
|---|---|
| **1.** is it real | Is it real? |
| **2.** Where did it live? | where did it live |
| **3.** What did it eat? | what did it eat |
| **4.** did it run fast | Did it run fast? |
| **5.** how tall is it | How tall is it? |

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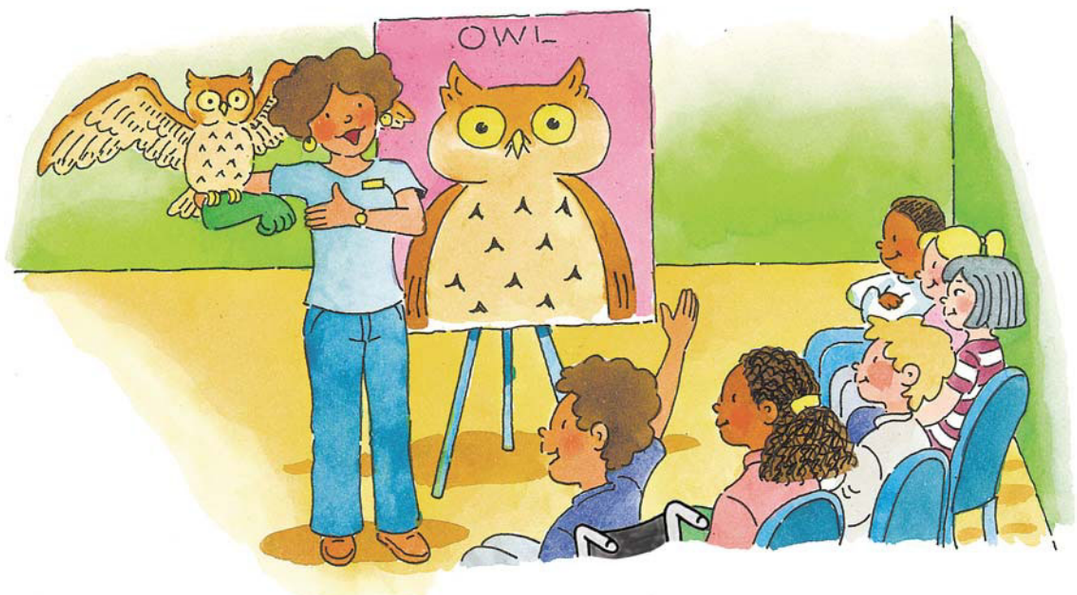


Tell how to make each question correct.

Write the correct word to begin each sentence. Write the correct end mark.

1. what / What — What is its name ?
2. Can / can — _____ the owl fly _____
3. When / when — _____ does it sleep _____
4. Will / will — _____ the owl talk _____
5. who / Who — _____ feeds it _____

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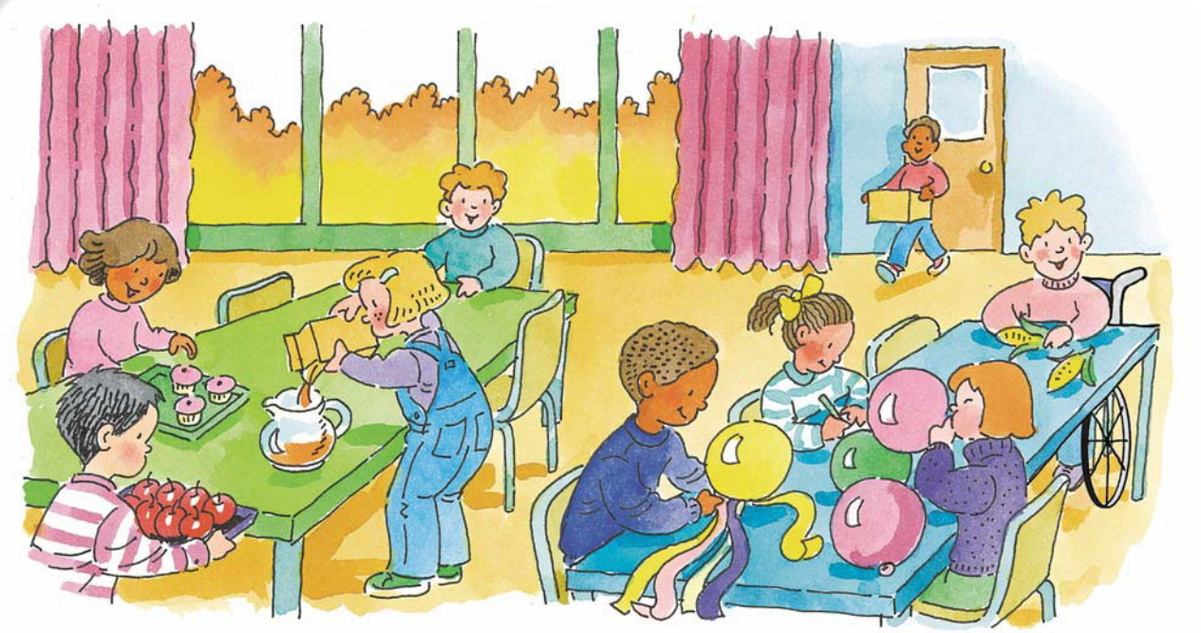
Name _____

Grammar / Mechanics

# 8 Which Kind of Sentence?

## Warm-Up Look, Listen, Talk



We will eat apples. Will we play games?

## Try It Out • Think, Speak, Do

Say which sentences below are correct.

Circle the correct sentences.

| | |
|---|---|
| 1. We need some help. | We need some help? |
| 2. What can I do. | What can I do? |
| 3. When is the party? | When is the party. |
| 4. Can you come. | Can you come? |
| 5. It will be fun? | It will be fun. |

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Tell how to end each sentence.

Write the correct end mark.

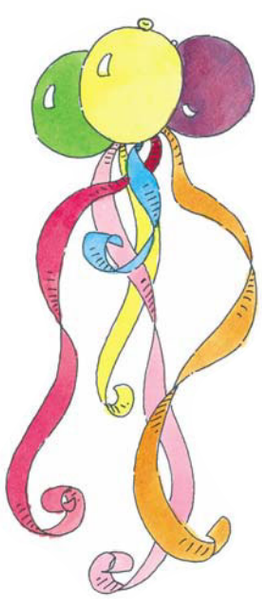
1. The children worked hard .

2. Who will come to the party ____

3. Will we have fun ____

4. What games will we play ____

5. It is time for the party ____



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Name

Revising Strategies

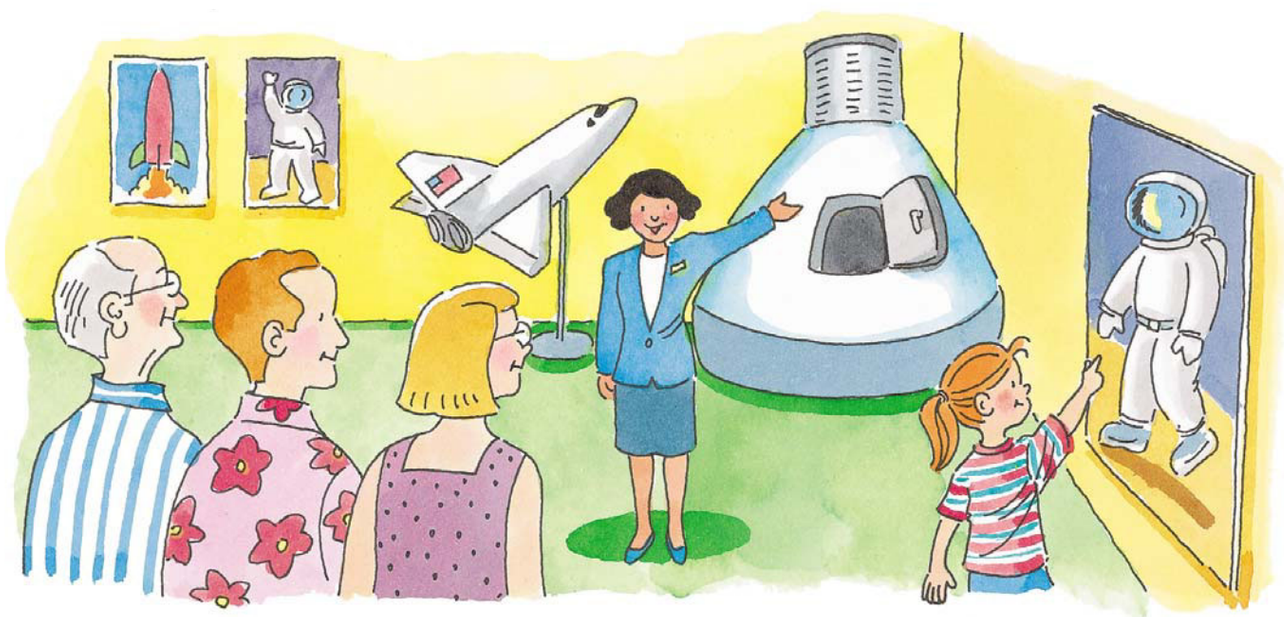
Vocabulary

# Question Words

**Look, Listen, Talk**

Use a **question word** at the beginning of a sentence that asks something.

| Who | What | When | Where | Why | How |
|---|---|---|---|---|---|



Read the questions the family asked about the rocket. Name the question word in each sentence.

Who went in the first rocket?

When did the first rocket go into space?

Where did the men sit?

Why is the door here?

How old is the rocket?

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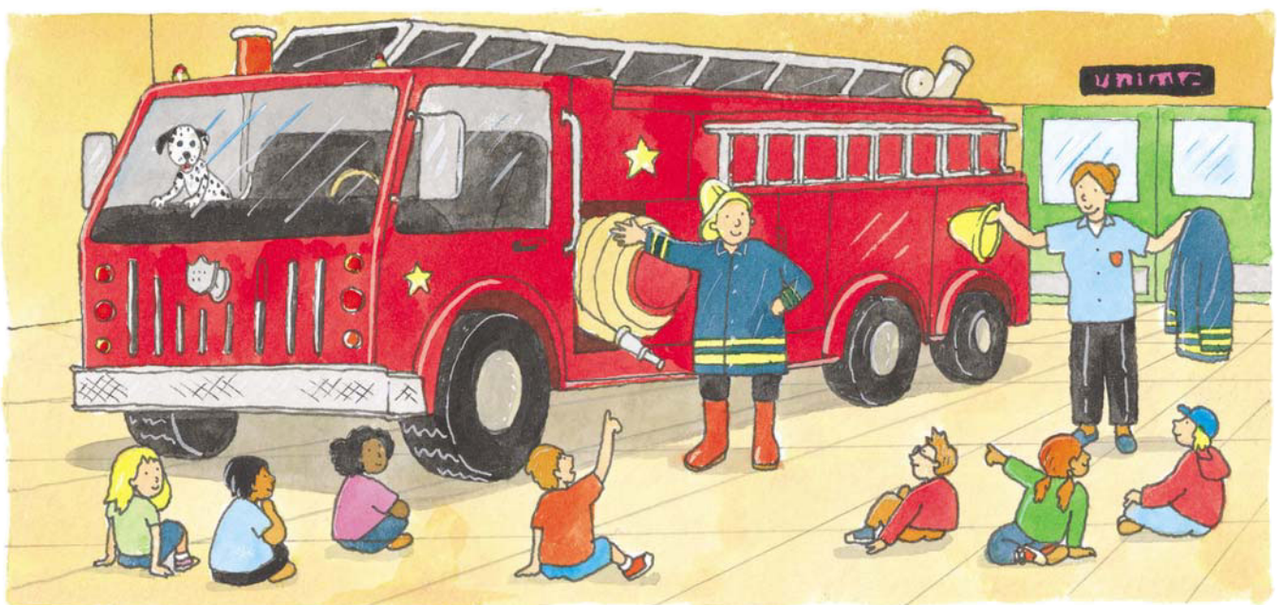
## Try It Out • Think, Speak, Do

Ask questions about the picture. Use question words.



Circle the correct question word to begin each sentence.

1. (When Who) drives the truck?
2. (What Why) is the name of the dog?
3. (Who Why) are the hats hard?
4. (When What) do you wear a hat?
5. (How Who) does water get to the fire?
6. (What Where) do you sleep?
7. (Where How) tall are the ladders?

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## Checkup: Unit 1

Name _____

Color the fish next to each word group that is a sentence.

**1.** The girl sees a fish.

**2.** claps her hands

**3.** Grandpa rows the boat.

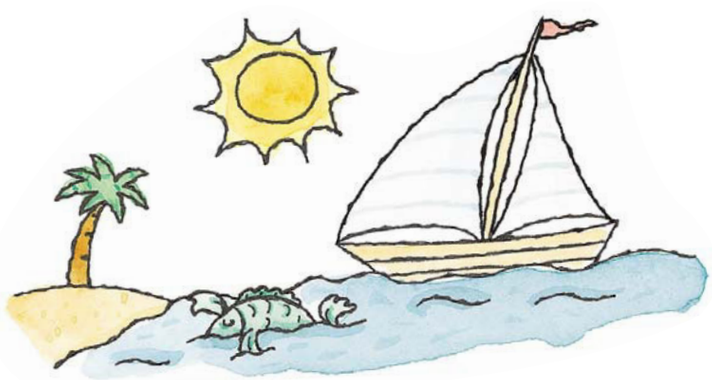
**4.** Grandpa smiles.

Circle the naming part in each sentence.

**5.** The sun shines.

**6.** Fish swim.

**7.** A boat sails by.



Circle the action part in each sentence.

**8.** Rob sings.

**9.** A child jumps.

**10.** Two rabbits hop.

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## Checkup: Unit 1

Match naming parts and action parts. Draw lines to make those sentences.

| | | |
|---|---|---|
| **11.** The wind | | run fast. |
| **12.** Two boys | | fly in the sky. |
| **13.** Kites | | blows. |

Circle the correct telling sentences.

| | |
|---|---|
| **14.** A boy reads a book. | a boy reads a book |
| **15.** she paints | She paints. |
| **16.** This duck quacks. | this duck quacks |
| **17.** A snake hides. | a snake hides |

Write the correct word to begin each question. Write the correct end mark.

**18.** what / What _____ book do you like _____

**19.** Who / who _____ is your best friend _____

**20.** Can / can _____ you swim _____

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## Checkup: Unit 1

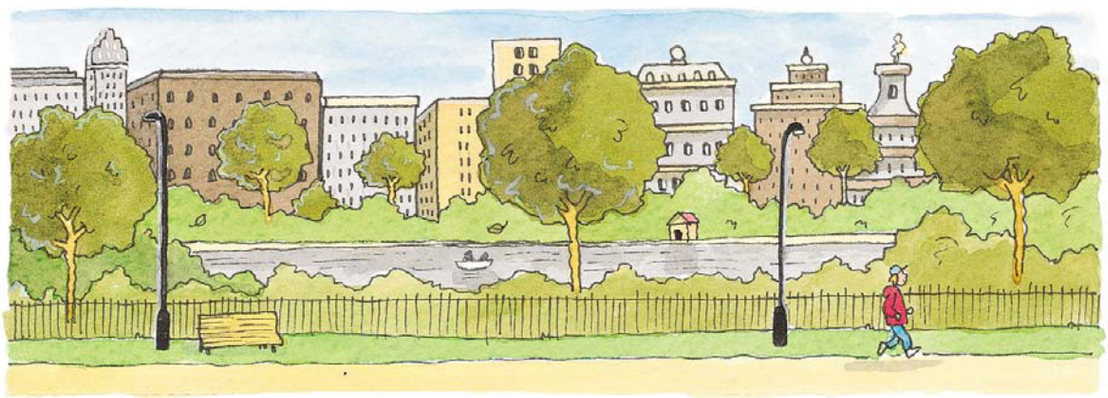
Name _____

Circle the correct sentences.

**21.** Where does Sam live. Where does Sam live?

**22.** Sam lives in the city. Sam lives in the city?

**23.** Sam plays in the park. Sam plays in the park?



Write the correct end mark.

**24.** When is lunch _____

**25.** Mom made soup _____

**26.** Soup is good for you _____

**27.** What is in the soup _____

**28.** We like the soup _____

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Read Together

# Writing a Class Story

## This unit also includes:

**Communication Links**

**Following Directions**
Page 57

**Following Picture Directions**
Page 58

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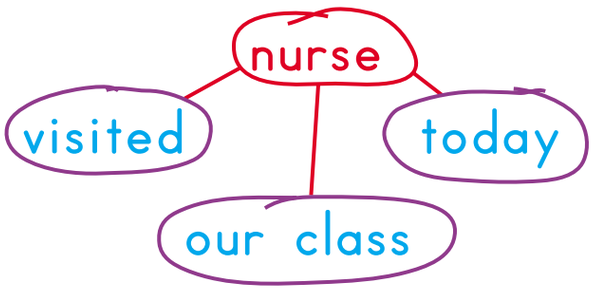
Name _____

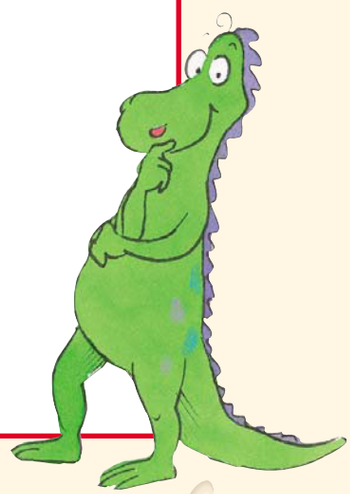
# The Writing Process

Hi! I am W.R. the Writing Star. I am going to help you learn to write. We will use **the Writing Process**.

## 1 PREWRITING

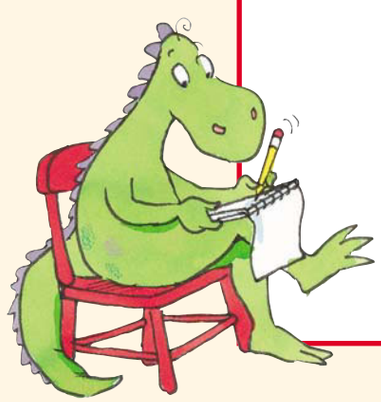
### First, we plan our writing.



## 2 DRAFTING

### Next, we write a draft.



The nurse visited

our class today

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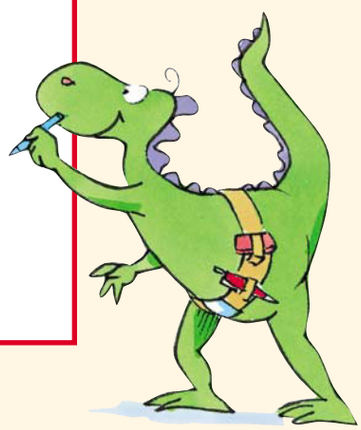
REVISING

## 3 Then we tell more.

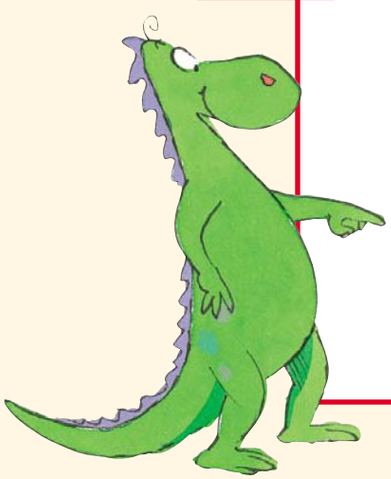
school
The nurse visited

our class today



PROOFREADING

## 4 Next, we check and fix our writing.



school
The nurse visited

our class today.

PUBLISHING

## 5 Last, we copy our writing neatly and share it.

The school nurse

visited our class today.

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Name _____

# Prewriting

## Choosing a Topic

The children in Ms. Hart's class wanted to write a story for their families. First, they listed their topic ideas.

Then the children talked about their ideas. They chose one to write about.

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Learning from a Model

Topic Ideas

visit from police officer

neighborhood walk

apple picking

## Choose Your Topic

Who will hear or read your class story?

Draw something your class has done that your readers would like to learn about.

Make a class list of ideas. Choose one to write about.

- Would you like to write about this?
- Do you remember enough about it?

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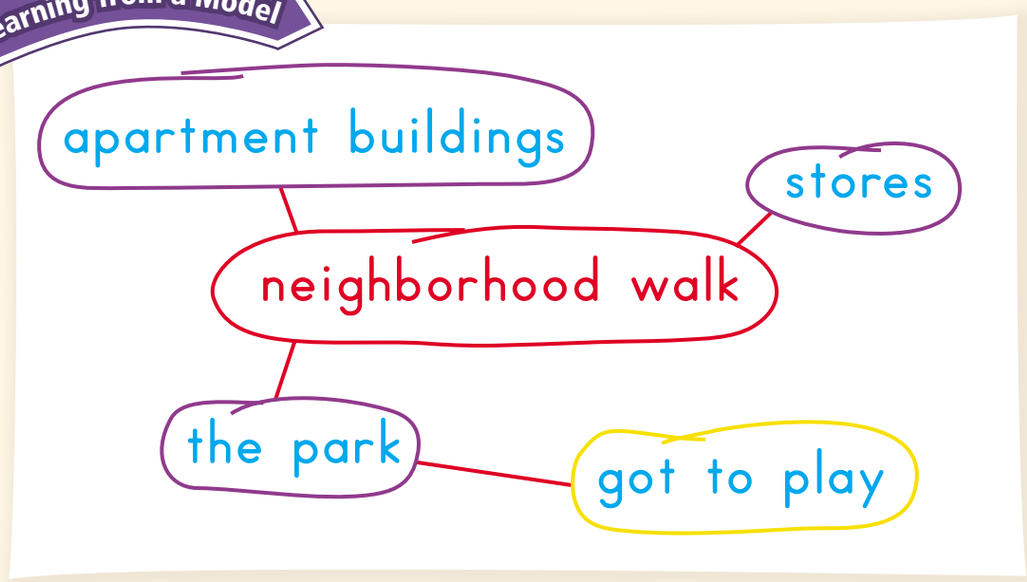
Name _____

# Exploring a Topic

The children talked about their walk. Ms. Hart wrote their details in a word web.

Learning from a Model




## Explore Your Topic

Draw a picture about your class story idea.

Talk about your drawings. Help your teacher make a word web.

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## Planning a Class Story

The children looked at their word web. Then they told Ms. Hart what happened first, next, and last.

Learning from a Model

| Sequence Chart |
| --- |
| **First** walked by apartment buildings |
| **Next** passed lots of stores |
| **Last** walked to the park and got to play |

## Plan Your Class Story

Talk about the details in your word web. Tell your teacher what comes first, next, and last.

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Name

# Drafting

## Drafting a Class Story

The children used their chart to help them tell their story. Ms. Hart wrote what they said. She did not worry about making mistakes.

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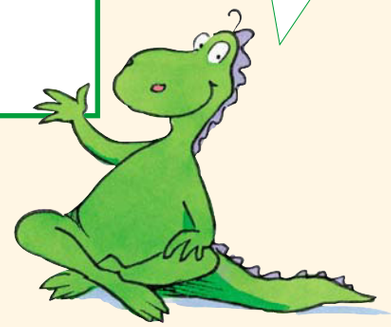
Learning from a Model

Our class went for ~~the~~ a neighborhood walk. First, we walked by apartment buildings. Next, we passed lots of stores. Last, we walked to the park and even got to play. our cheeks were cold, but we had fun on our walk

## Draft Your Class Story

Choose one way to begin your class story. Tell your story to your teacher. Use your chart.

Draw a picture that shows how you felt about what happened in your story.




Add an ending to your class story.

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Name

# Revising

## Revising a Class Story

Ms. Hart read the class story aloud. The children added details to tell more.

five
5
heart
Hh
Qq
Our class went for the a neighborhood walk.
First, we walked by apartment buildings. Next,
food stores and toy
we passed lots of stores. Last, we walked to
the park and even got to play. our cheeks
and rosy
were cold, but we had fun on our walk

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Learning from a Model

Our class went for ~~the~~ a neighborhood walk.

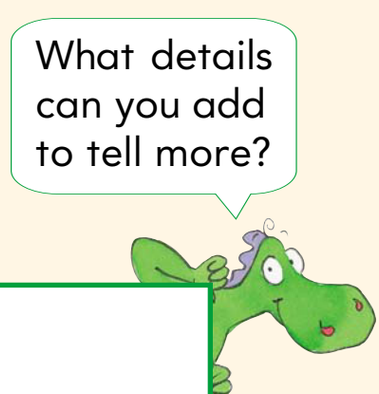
First, we walked by apartment buildings. Next,
food stores and toy
we passed lots of stores. Last, we walked to

the park and even got to play. our cheeks
and rosy
were cold, but we had fun on our walk

## Revise Your Class Story

Listen to your class story.

Draw something that you would like to add to it.



Tell your teacher what to write to tell more.

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Name

# Proofreading

## Proofreading a Class Story

The children checked their class story for mistakes.

Circle the two mistakes that they fixed.

**Learning from a Model**

Our class went for ~~the~~ a neighborhood walk.

First, we walked by apartment buildings. Next, food stores and toy
we passed lots of stores. Last, we walked to
Our
the park and even got to play. ~~our~~ cheeks
and rosy
were cold, but we had fun on our walk.

## Proofread Your Class Story

Check your class story. Together, fix any mistakes that you find.

Be sure each sentence begins with a capital letter and ends with the correct mark.

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# Publishing

## Publishing a Class Story

The children thought of a good way to publish their class story. Ms. Hart made a neat final copy. The children made a mural to go with it.

Our Neighborhood Walk
Our class went for a neighborhood walk. First, we walked by apartment buildings. Next, we passed lots of food stores and toy stores. Last, we walked to the park and even got to play. Our cheeks were cold and rosy, but we had fun on our walk.
TOYS
Tacos
Fruit

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Name _____

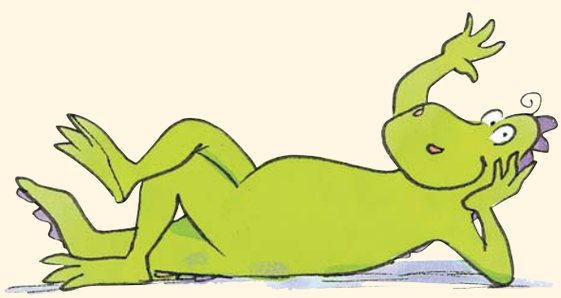
# Publish Your Class Story

Think about who will hear or read your class story. Draw one special way to share it.

Talk about your drawings.

Choose one special way to share your class story.

- Do you each want to have your own copy?
- Do you want to make one big display?



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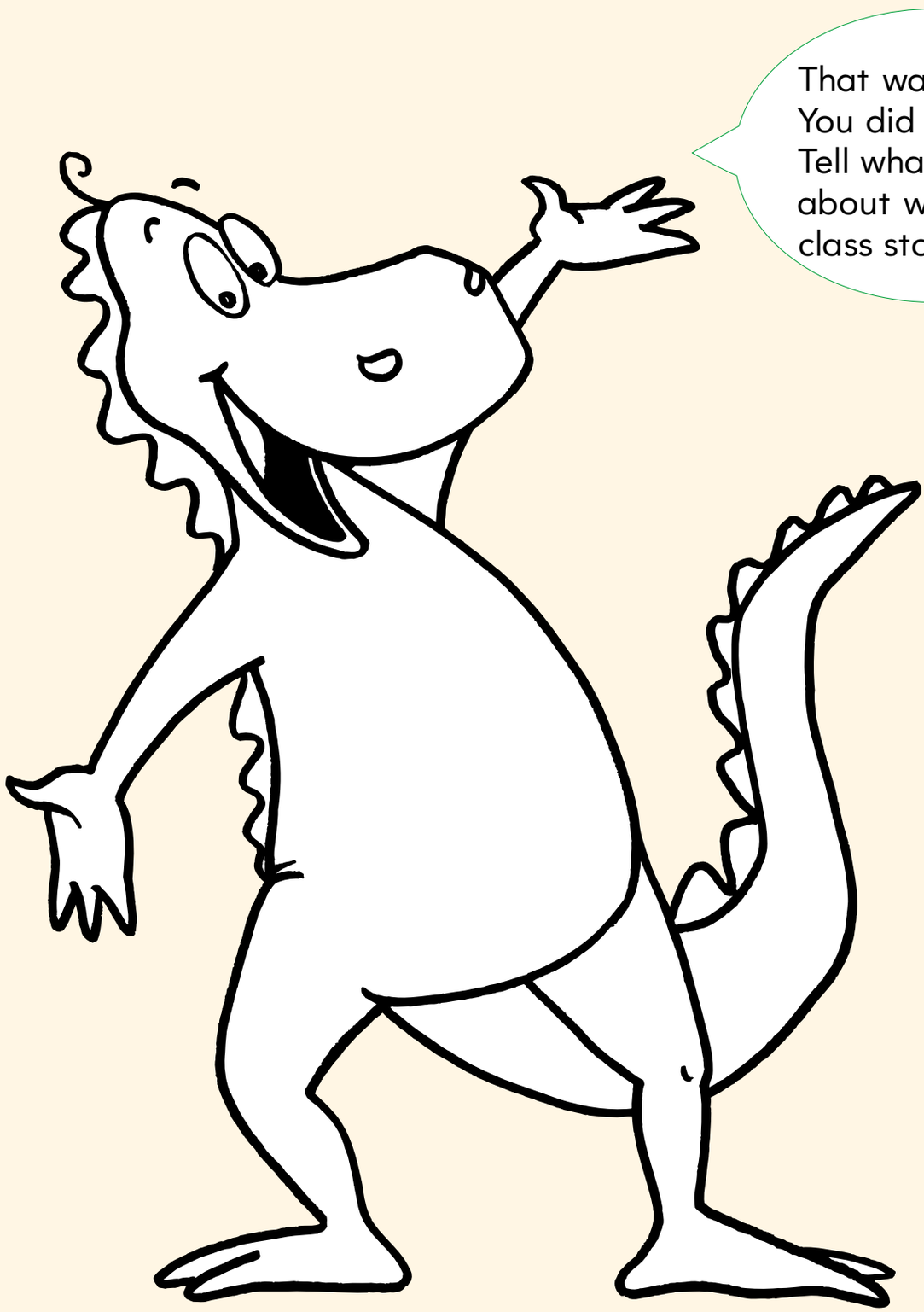
## Reflect

Do what W.R. says. Then color the picture.

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Name _____

# Following Directions

Always listen carefully to directions so you know exactly what you need to do.

Listen to these tips.

Listen for words such as first, next, and last. They will help you remember the order of the steps.

## Tips for Listening to Directions

- Listen to all of the directions.
- Do each step in order.
- Ask for help if you need it.

## Apply It

Listen to the directions for making special animals like these.

In the first box, draw a picture of one thing you will need. Then follow the directions to make your animal in the other box.

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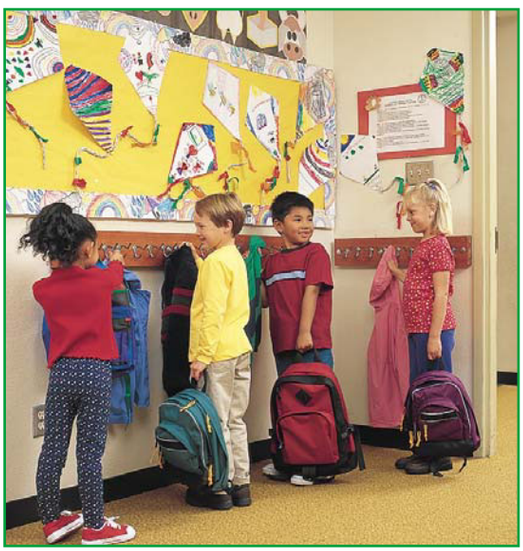
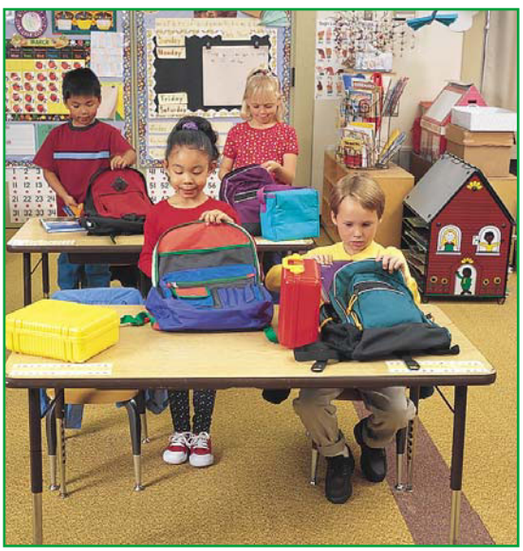
# Following Picture Directions

Pictures can show you how to do or make something. Look at this set of pictures in order. Each picture shows one step.

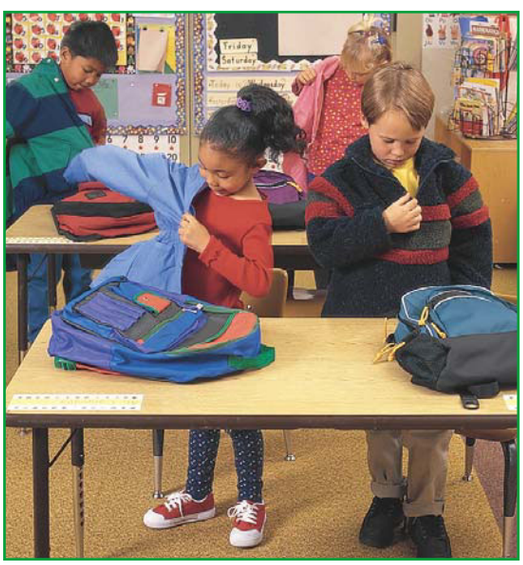
1



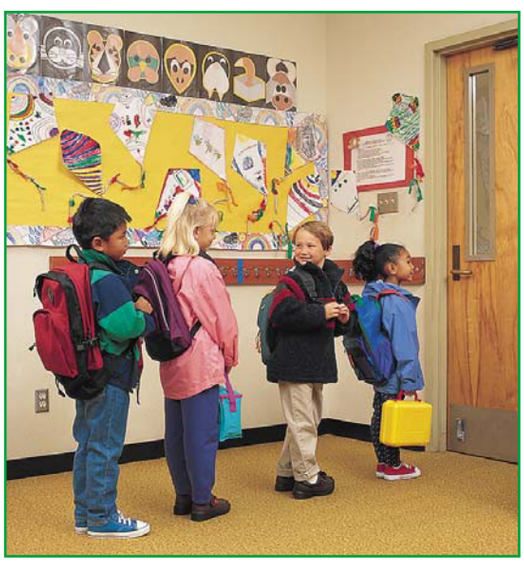
2



3



4



What does this set of pictures show how to do? What are the children doing in each picture?

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Name

Listen to these tips.

## Tips for Following Picture Directions

- Look at all of the pictures.
- Follow the steps in order.
- Do the steps one at a time.

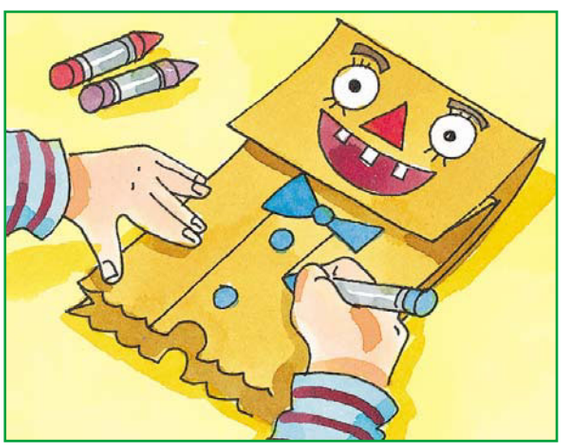
## Apply It

Look at this set of pictures. Follow the steps to make and use a puppet.

1

2

3



4

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# Nouns and Pronouns

This dinosaur had a big foot.

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Name _____

Grammar

# 1 Nouns for People and Animals

Warm-Up **Look, Listen, Talk**

**Nouns** are naming words. Some nouns name people. Some nouns name animals.

**A woman walks.** **The bear is funny.**

## Try It Out • Think, Speak, Write

Say the noun for each picture below.

Now write the noun for each picture. Use the words in the Word Box.

1. father

2.

3.

4.

| Word Box |
| --- |
| clown |
| father |
| lion |
| girl |

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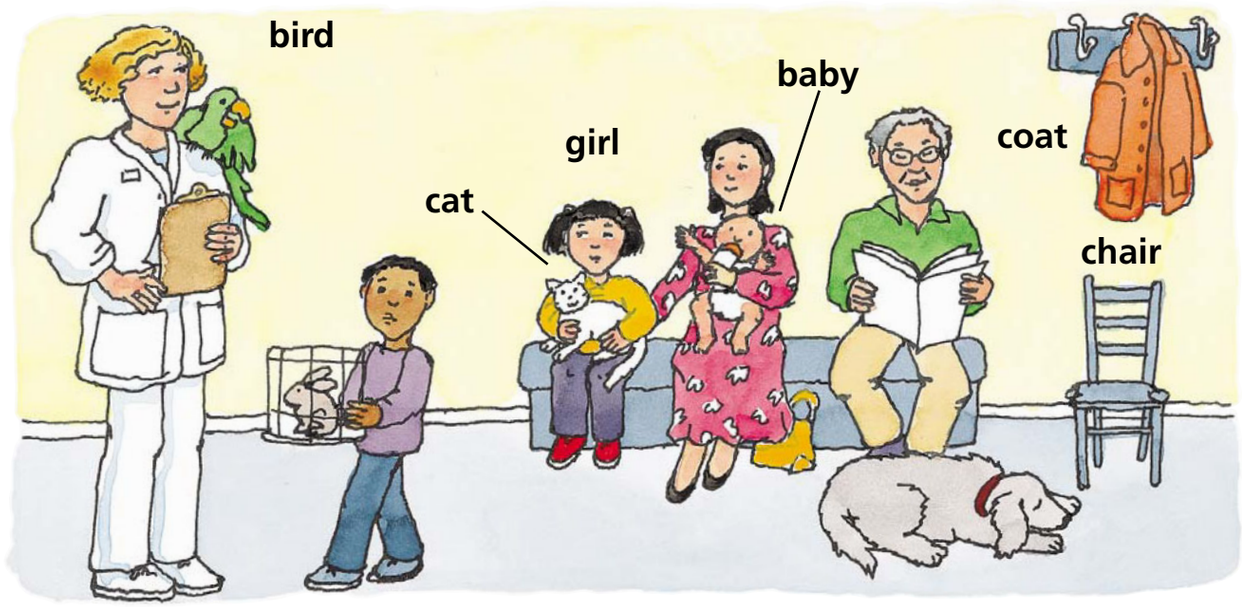
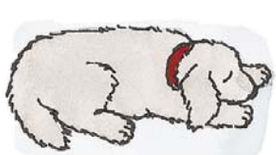
## On Your Own

Look at the picture. Circle the nouns that name people and animals.




Write the noun for each picture below. Use the words in the Word Box.

1.  dog
2.
3.
4.
5.

| Word Box |
| --- |
| vet |
| boy |
| rabbit |
| dog |
| man |

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Name _____

Grammar

# 2 Nouns for Things and Places

Warm-Up **Look, Listen, Talk**

Some **nouns** name things. Some nouns name places.

**The seesaw is fun.** **The children play in the park.**

## Try It Out • Think, Speak, Write

Say each sentence below. Name the noun.

Draw a line under each noun.
Then write the nouns.

1. The pond is small. pond
2. A boat sails. _____
3. The grass is green. _____
4. A garden grows. _____

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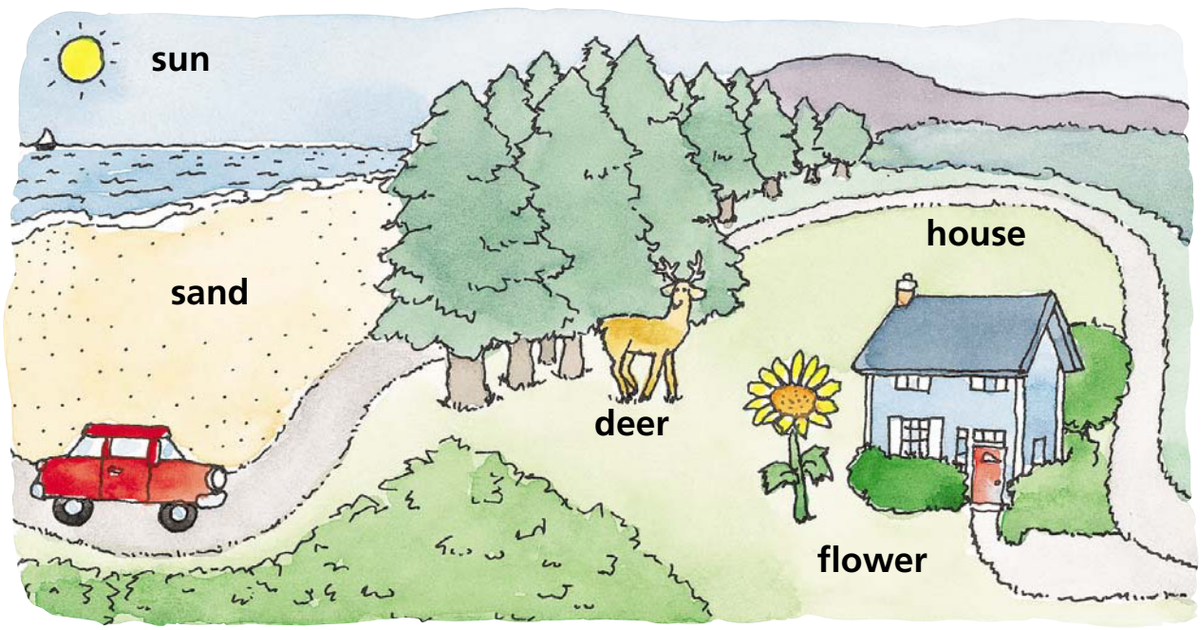
## On Your Own

Look at the picture. Circle the nouns that name things and places.




Draw a line under each noun below. Then write the nouns.

1. The road is long. road
2. The car is red.
3. The sea is blue.
4. The beach is hot.
5. The woods are cool.

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Name

Grammar

# 3 More Nouns

## Warm-Up Look, Listen, Talk

**Nouns** name people, animals, things, and places.

**My friend plays at school.**
**A kitten sits in the tree.**

## Try It Out • Think, Speak, Write

Say each sentence below. Name the two nouns.

Now circle each noun.

1. The store sells apples.
2. A child sees a kitten.
3. The girl has a frog.
4. The bus waits at the light.
5. A boy plays with a ball.

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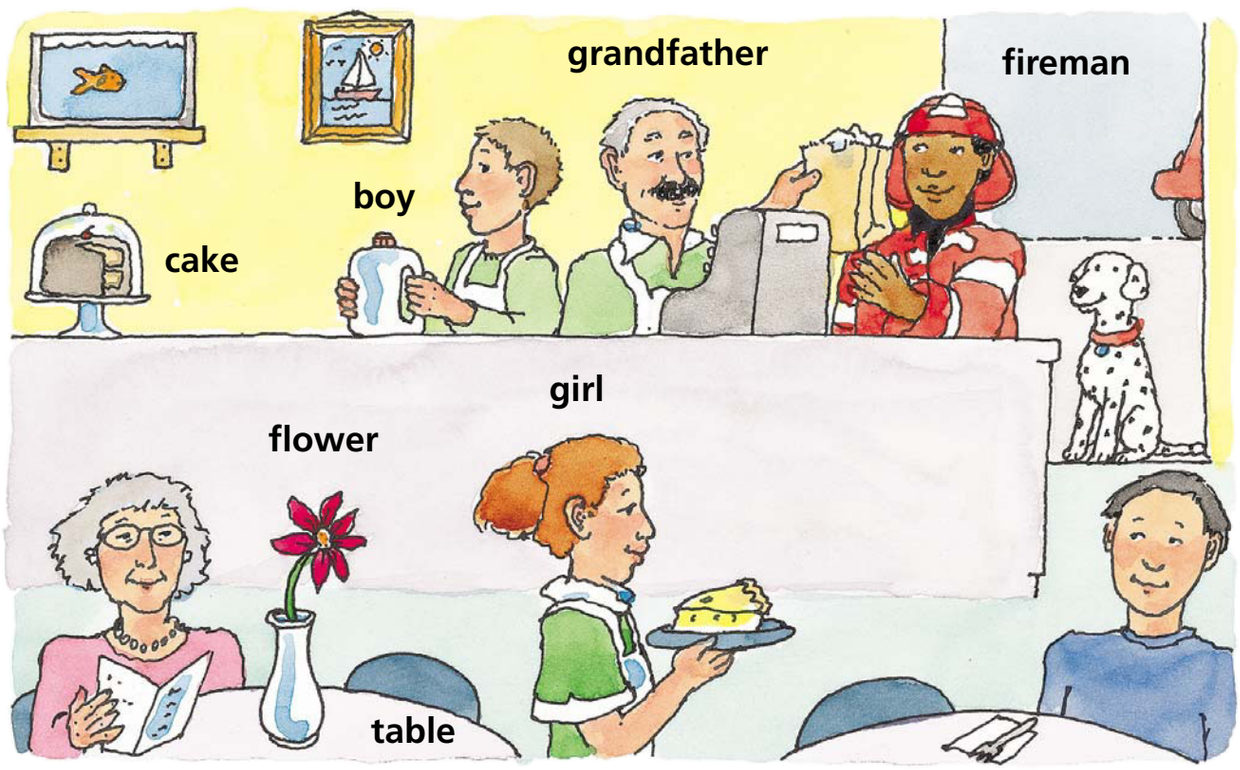
## On Your Own

Look at the picture.
Circle the nouns that name people.
Draw a line under the nouns that name things.




Circle the two nouns in each sentence below.

1. A fish swims in the tank.
2. A picture hangs on the wall.
3. My grandfather made the pie today.
4. My brother works at the shop.
5. The fireman takes the bag.
6. His dog sits by the door.

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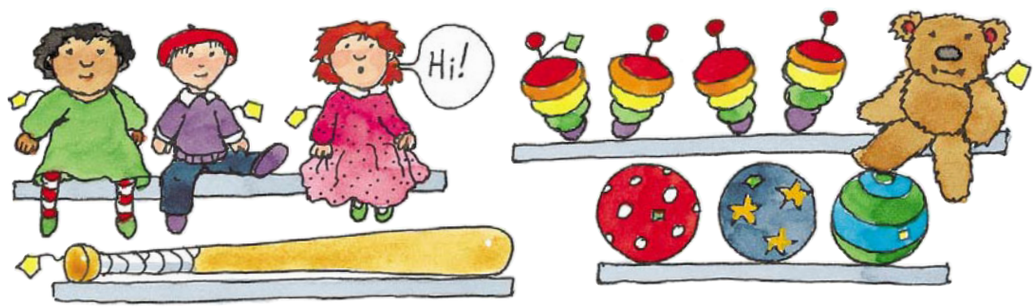
Name _____

Grammar

# 4 One and More Than One

## Warm-Up Look, Listen, Talk



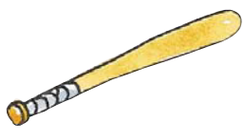

Some **nouns** name one. Some nouns name more than one. An **s** means more than one.

**One doll can talk.** **Two dolls cannot talk.**

## Try It Out • Think, Speak, Write

Say the noun for each picture.

Circle the noun for each picture below. Then write the nouns you circled.

1. top (tops) tops
2.  bat bats
3. ball balls
4. bear bears

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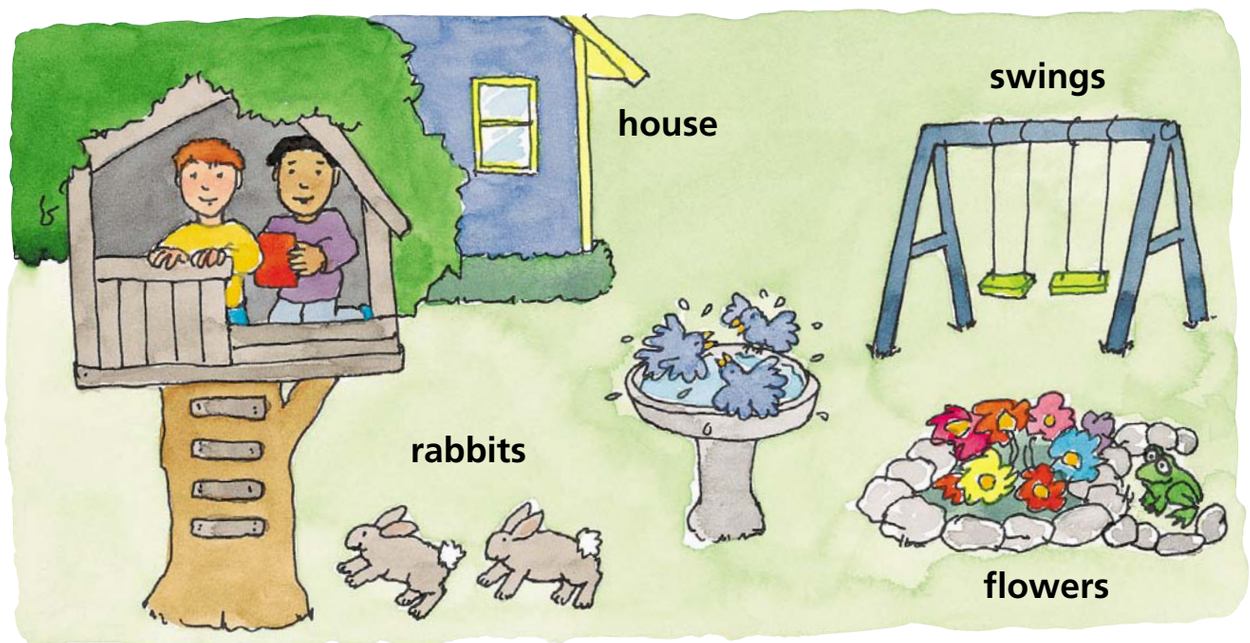
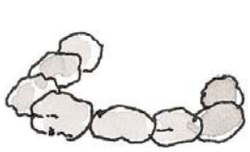
## On Your Own

Look at the picture. Circle the nouns that name more than one.




Circle the noun for each picture below. Then write the nouns you circled.

1. bird (birds) birds
2. frog frogs
3. tree trees
4. boy boys
5.  rock rocks

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Name _____

Grammar / Mechanics

# 5 Special Nouns

Warm-Up **Look, Listen, Talk**

Some nouns name special people. These **special nouns** begin with a capital letter.

**We are having a party for Tina.**

## Try It Out • Think, Speak, Write

Say each sentence below. Tell how to begin the special noun.

Now write each special noun correctly.

1. Will carlos take a picture? Carlos
2. My sister, maria, has balloons. _____
3. She will give kim a balloon. _____
4. Does pat like the cake? _____

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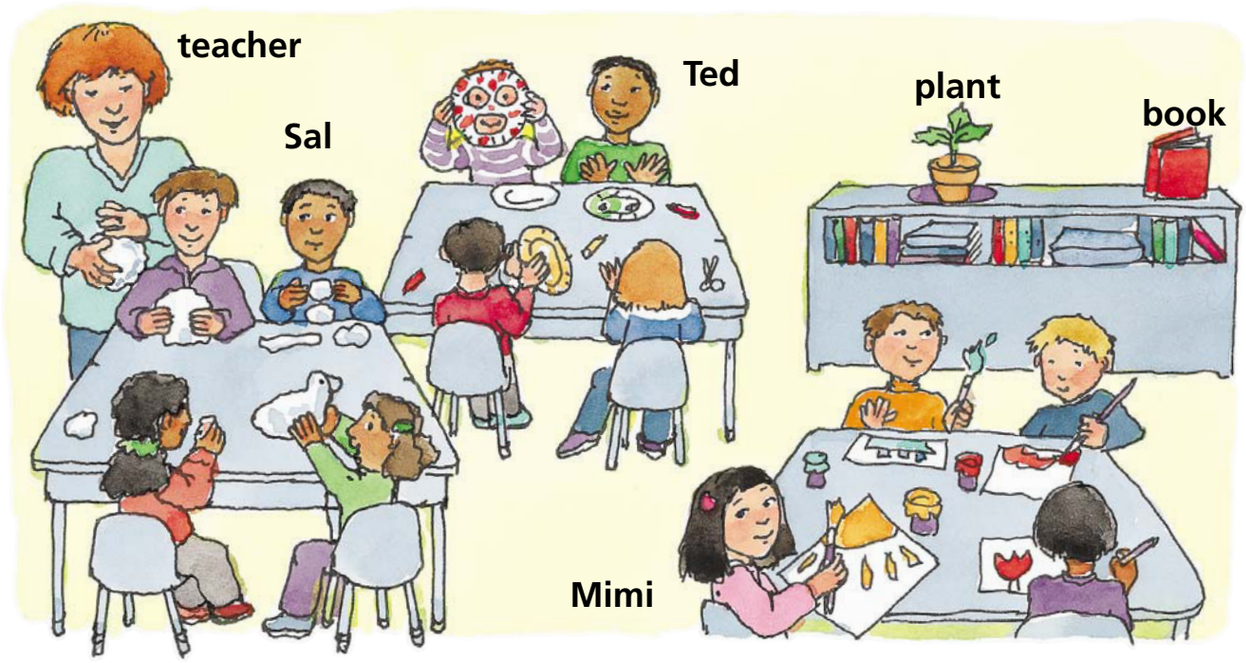
## On Your Own

Look at the picture. Circle the special nouns.




Draw a line under each special noun below. Then write the special nouns correctly.

1. The teacher helps mike. Mike
2. My friend, sara, paints. _____
3. Did dan make a mask? _____
4. ana made a clay bird. _____
5. What did jay make? _____

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Name _____

Grammar / Mechanics

# 6 More Special Nouns

## Warm-Up Look, Listen, Talk

Some nouns name special animals and places. These **special nouns** begin with capital letters.

**I have a dog named Rex.** **I go to Dale School.**

## Try It Out • Think, Speak, Write

Say each sentence below. Tell how to begin the special nouns.

Now write each special noun correctly.

1. I live on bay road. Bay Road

2. It is in newton. _____

3. My cat is called coco. _____

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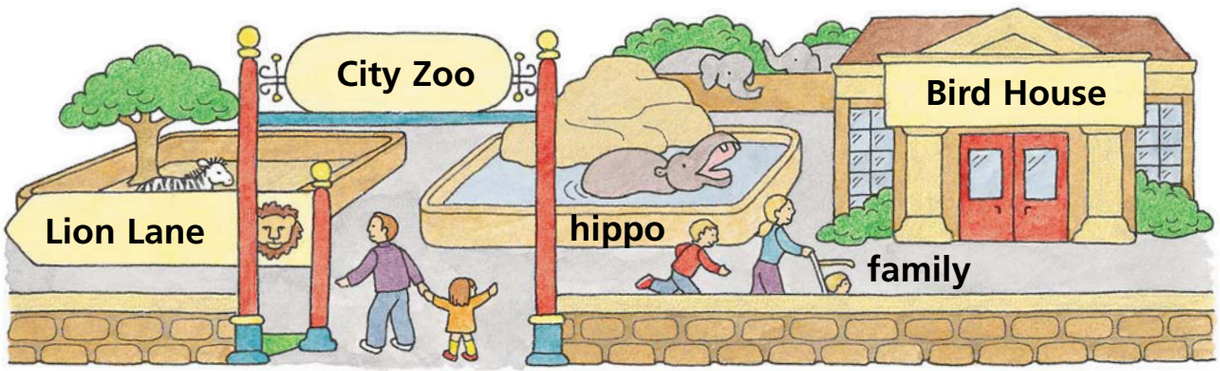
## On Your Own

Look at the picture. Circle the special nouns.




Circle each special noun below.
Then write the special nouns correctly.

**1.** Where is snake street?

Snake Street

**2.** It is near seal lake.

**3.** The baby tiger is named tilly.

**4.** Can we see cubby, the baby bear?

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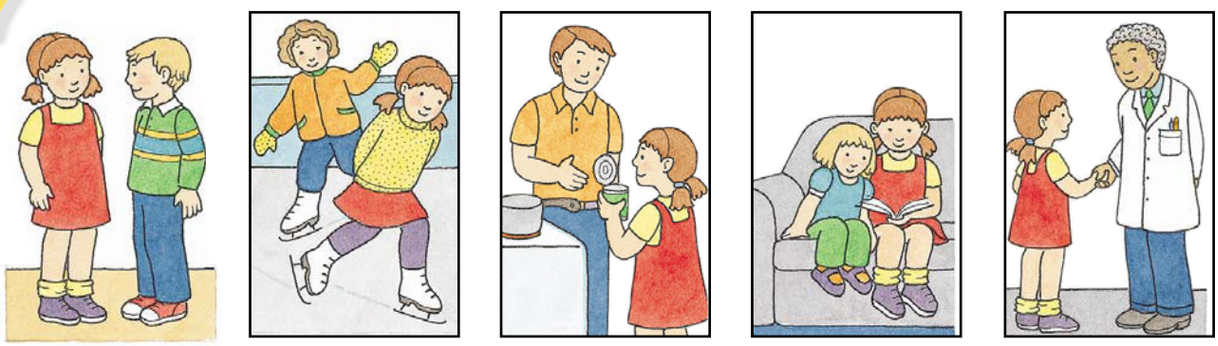
Name

Usage / Mechanics

# 7 Naming Yourself Last

## Warm-Up Look, Listen, Talk



1 2 3 4

Name yourself last when you talk about yourself and another person. Always write the word **I** as a capital letter.

**Ben and I are best friends.**

## Try It Out • Think, Speak, Write

Tell how to make each sentence below correct.

Now circle the correct words to finish each sentence.

1. (I and Cara  Cara and I) skate.
2. (Dad and I  Dad and i) like to cook.
3. (Lizzy and I  I and Lizzy) read a book.
4. (Dr. Smith and i  Dr. Smith and I) meet.

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## On Your Own

1

2

3

4

5

Circle the correct words to finish each sentence.

1.
(I and Dad  Dad and I) get the tent.

2.
(Mom and i  Mom and I) find sticks.

3.
(Spot and I  I and Spot) play.

4.
(Grandma and I  Grandma and i) walk.

5.
(i and Sam  Sam and I) want to fish.

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Name _____

Grammar / Usage

# 8 Pronouns

**Warm-Up** **Look, Listen, Talk**

A **pronoun** can take the place of a **noun**.
**He**, **she**, **it**, and **they** are pronouns.

| | | | |
|---|---|---|---|
| A **man** works.<br>**He** works. | **Mom** shops.<br>**She** shops. | A **box** fell.<br>**It** fell. | The **boys** help.<br>**They** help. |

## Try It Out • Think, Speak, Write

Say each sentence below. Use **He**, **She**, **It**, or **They** to take the place of the underlined word or words.

Now write the pronouns.

**1.** Matt wants an orange.

He

**2.** Sue likes grapes.

**3.** The pears are ripe.

**4.** The basket is full.

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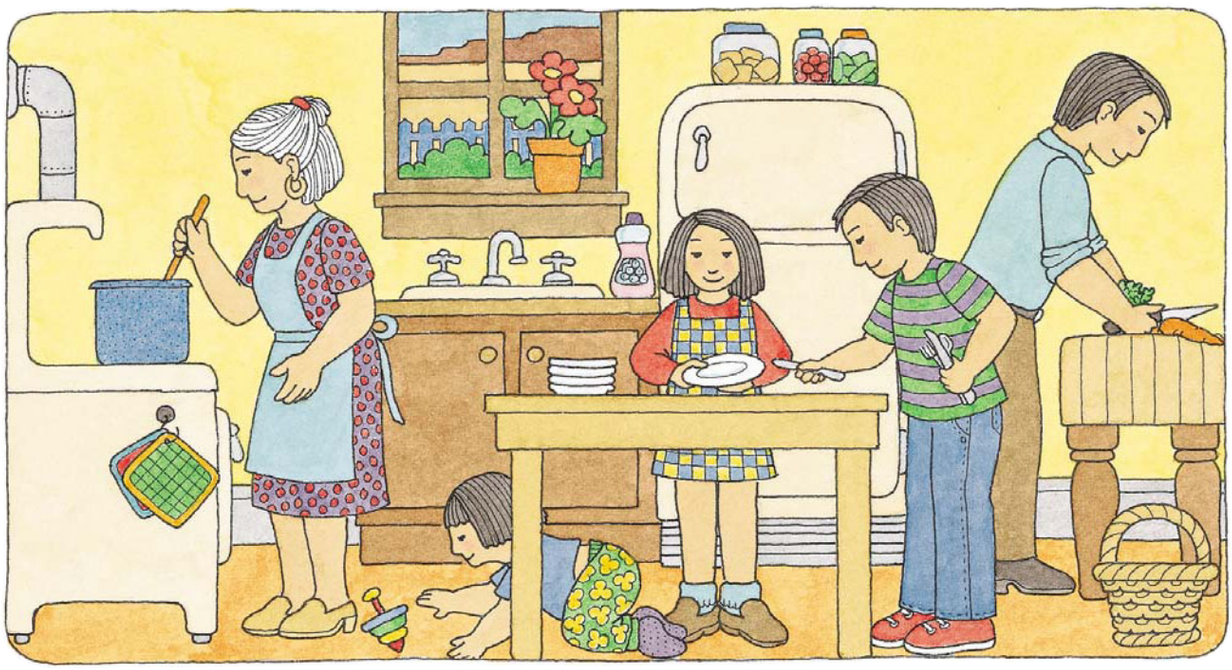
## On Your Own



Write **He**, **She**, **It**, or **They** to take the place of the underlined word or words.

1. Grandma makes soup. She
2. Dad cuts the carrots. _____
3. Annie and Tom set the table. _____
4. Polly plays with a top. _____
5. The top spins fast. _____

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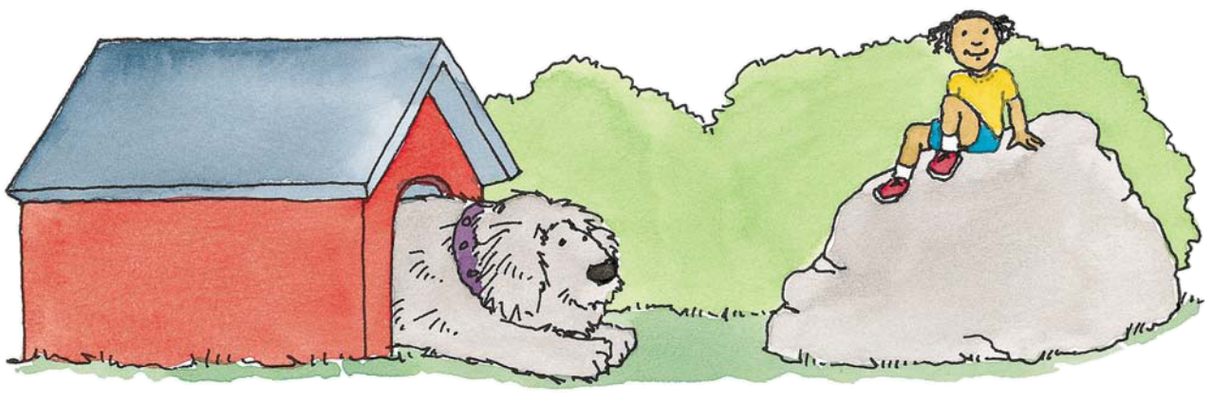
Name

Revising Strategies

Vocabulary

# Words That Mean the Same

**Look, Listen, Talk**



Some words mean the same or almost the same.

**big** **large** **huge**

Instead of using one word again and again, use other words that mean the same.

Kay has a **big** dog. The dog lives in a **big** doghouse. A **big** rock is in the yard. Kay sits on the rock.

Kay has a **big** dog. The dog lives in a **large** doghouse. A **huge** rock is in the yard. Kay sits on the rock.

Why are the sentences in the second box better?

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## Apply It

Write a word from the Word Box that means almost the same as the underlined word.

| shout | street | tiny | silly | quick |
|---|---|---|---|---|

**1.** I see little ants in the grass.

I see tiny ants in the grass.

**2.** A car parks on the road.

A car parks on the _____.

**3.** The boy gave a loud yell!

The boy gave a loud _____!

**4.** This is a funny hat.

This is a _____ hat.

**5.** That child is fast.

That child is _____.

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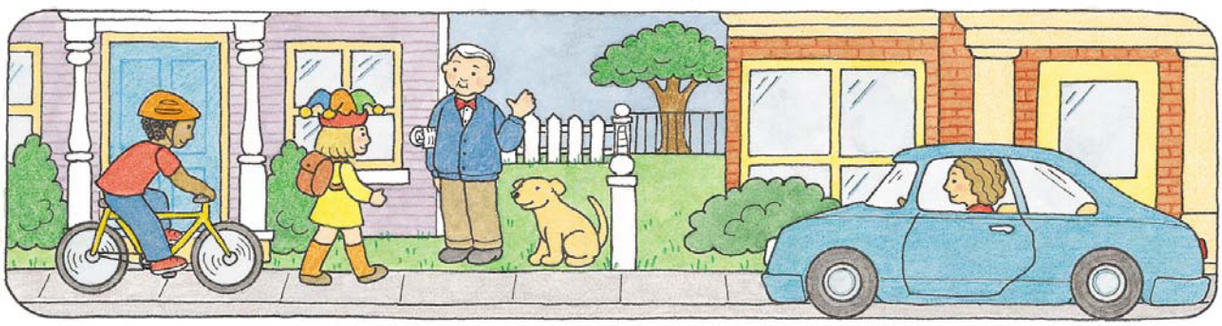
## Checkup: Unit 3

Name _____

Circle the nouns that name people and animals.

1. Does a baby cry?
2. The dog sits down.
3. A man waves.
4. The boy rides a bike.

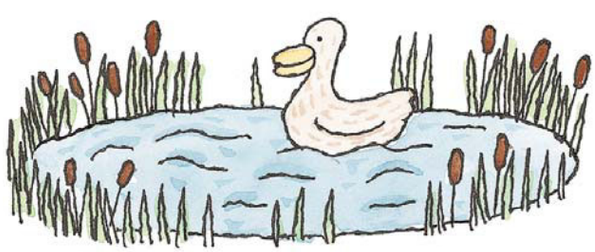


Circle the nouns that name things and places. Then write the nouns.

5. Who is in the car? _____
6. A girl walks to school. _____
7. The girl has a new hat. _____
8. Where are her books? _____

Circle two nouns in each sentence.

9. Is the duck in the pond?
10. A girl waves a flag.



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## Checkup: Unit 3

Circle the noun for each picture. Then write the nouns you circled.

**11.** car cars

**12.** bee bees

**13.** bird birds

Draw a line under each special noun. Then write it correctly.

**14.** Does cindy love her cat?

**15.** My friend lives on north street.

**16.** This road goes to long lake.

**17.** My bird is named peep.

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## Checkup: Unit 3

Name _____

Write the words from the Word Box to make the sentence correct.

| Word Box |
| --- |
| I |
| Max |

**18.** _____ and _____ like to skate.

Find a pronoun from the Word Box to take the place of each underlined word or words. Then write the pronouns.

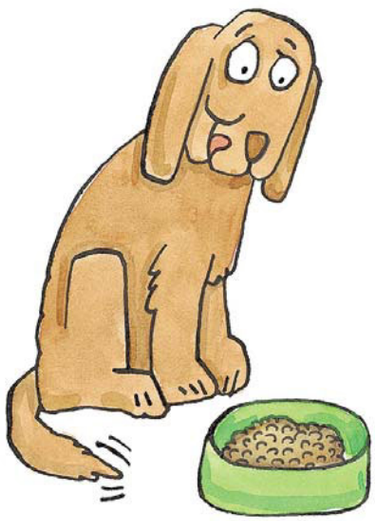
| Word Box |
| --- |
| It |
| She |
| They |
| He |

**19.** Jane feeds the dog.

_____ feeds the dog.

**20.** The dish is green.

_____ is green.



**21.** John cleans the room.

_____ cleans the room.

**22.** Jane and John are good helpers.

_____ are good helpers.

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# Unit 1: The Sentence

Draw a line under each word group that is a sentence.

1. Tad falls down.
2. runs a race
3. my friends
4. Meg runs fast.

Circle the naming part in each sentence.

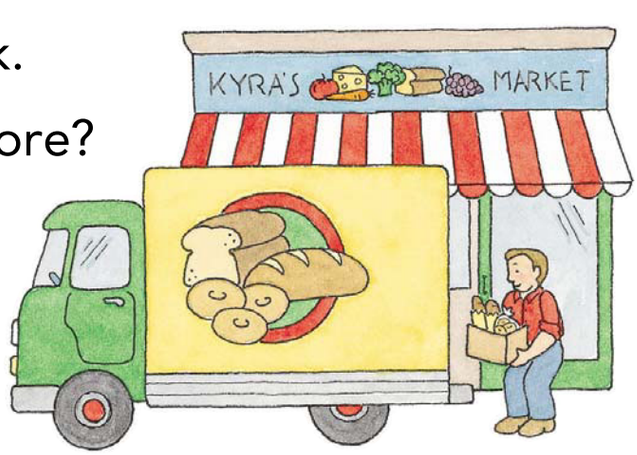
5. A girl throws a ball.
6. The dog jumps up.
7. The boy rides a bike.
8. A horse trots.

Circle the action part in each sentence.

9. Dad shops for food.
10. Dad holds two big bags.

Draw a line under each telling sentence.

11. The man drives a truck.
12. Does he stop at the store?
13. The man lifts a box.
14. What is in the box?
15. Food is in the box.

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Name _____

Draw a line under each question.

**16.** Where is the cat?

**17.** What is the cat doing?

**18.** The cat sits by a bush.

Circle the correct sentences.

**19.** Fred sees a nest.

Fred sees a nest?

**20.** Where is the nest.

Where is the nest?

**21.** What is in the nest?

What is in the nest.

**22.** Two birds sit in the nest.

Two birds sit in the nest?

Write the correct word to begin each sentence. Write the correct end mark.

**23.** | the | The |

_____ man waves ____

**24.** | who | Who |

_____ is that man ____

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# Unit 3: Nouns and Pronouns

Circle two nouns in each sentence.

**25.** The girl likes the beach.

**26.** Her sister finds a shell today.

**27.** The big bird sits on the sand.

**28.** A boy fills a pail.

Write each noun to name more than one.

**29.** sock _____

**30.** coat _____

Circle each special noun. Then write the special nouns correctly.

**31.** My friend, ben, is kind. _____

**32.** He lives on oak road. _____

**33.** He has a pet bird named jake. _____

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Name _____

Write the words from the Word Box to make the sentence correct.

| I | Dave |
|---|---|

**34.** _____ and _____ walk to school.

Write a pronoun from the Word Box to take the place of the underlined words.

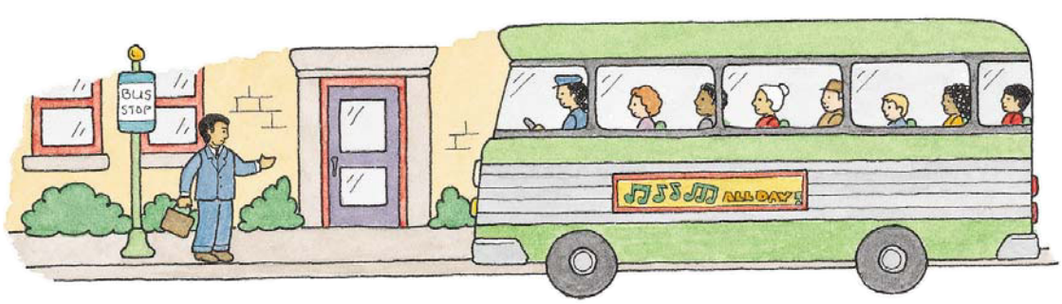
| He | She | It | They |
|---|---|---|---|

**35.** A man waits for the bus. _____

**36.** The bus stops. _____

**37.** Lynn and Pete get off the bus. _____

**38.** A girl waves. _____

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Read Together

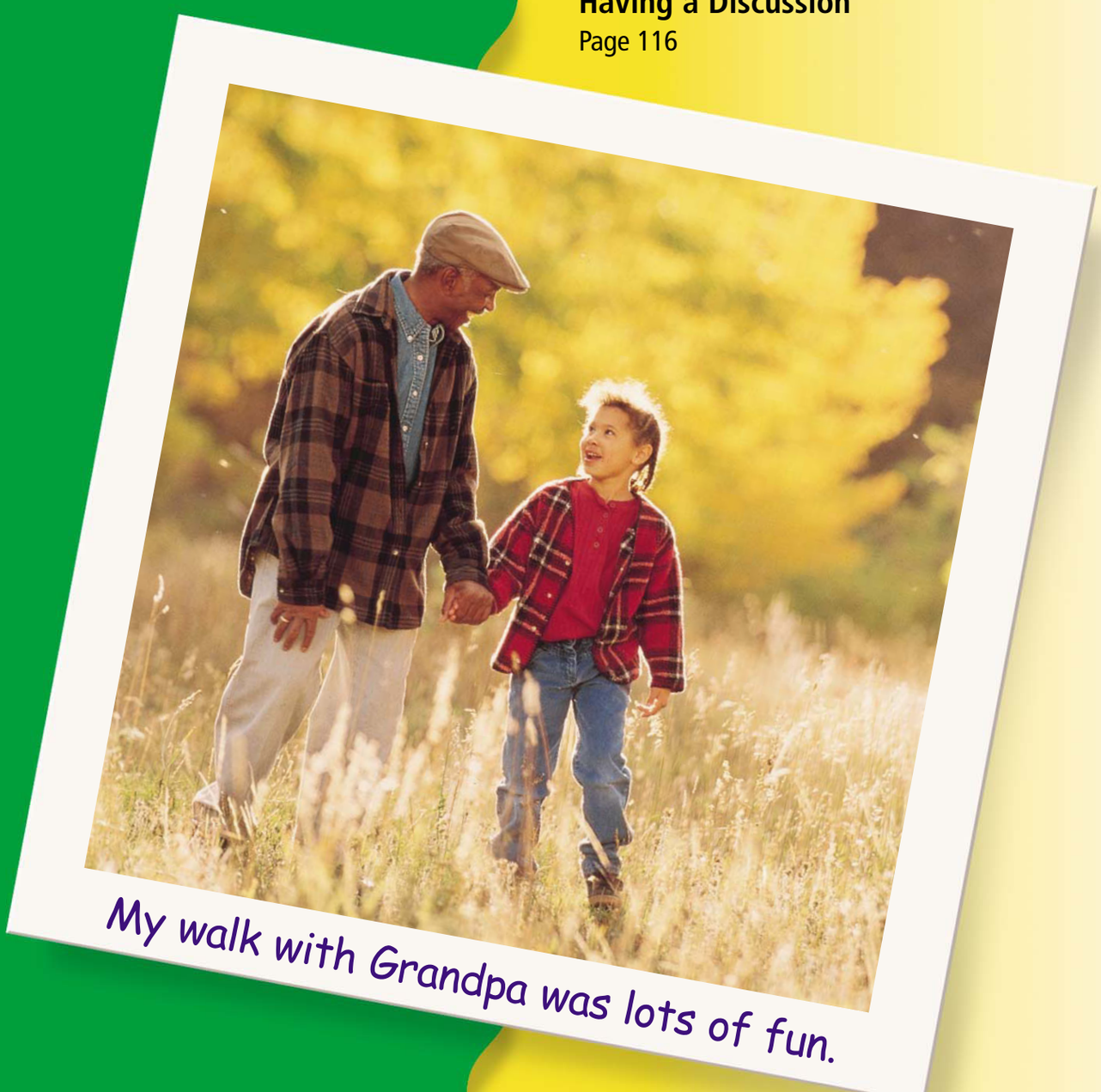
# Writing a Personal Narrative

## This unit also includes:

**Special Focus on Narrating**
Writing a Friendly Letter
Page 108

**Communication Links**
Telling a Story About Yourself
Page 114

Having a Discussion
Page 116

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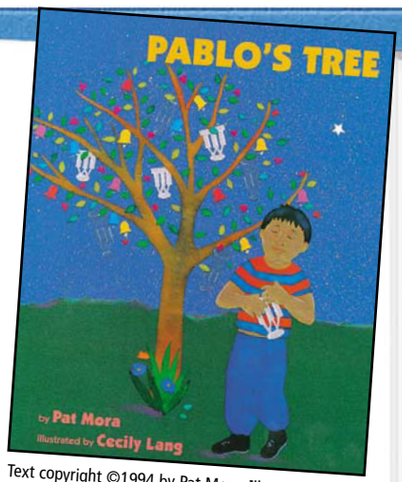
Name _____

## Listening to a Personal Narrative

"A Very Special Day" is a young boy's story about himself. What one event does Pablo tell about?

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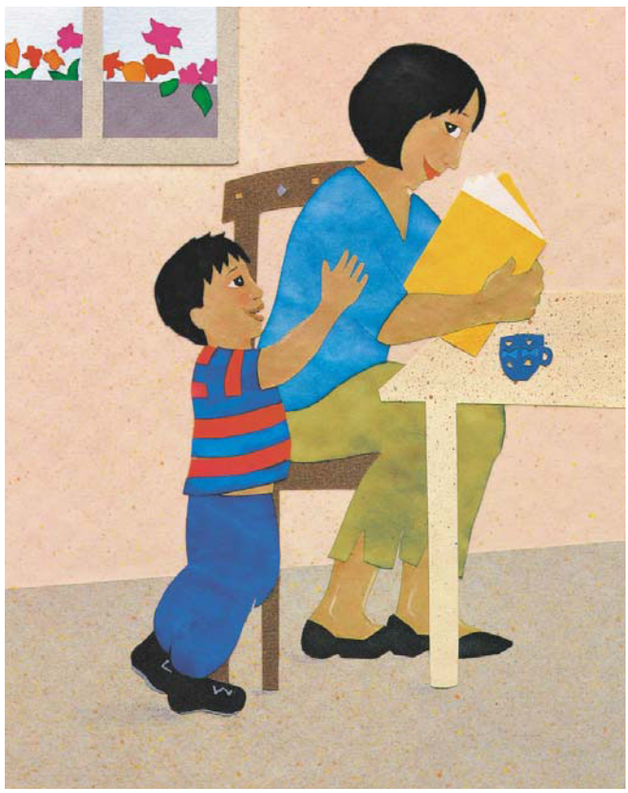
# A Very Special Day

adapted from Pablo's Tree, by Pat Mora

"I'm ready, Mamá!" I say. "I'm ready for my birthday visit to Lito's. Hurry, Mamá! I want to see my tree."

I wonder if Lito, my grandfather, remembered. I wonder if he remembered to decorate my tree.

I ask, "Mamá, did Abuelito decorate my tree?"



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See www.eduplace.com/kids/ for information about Pat Mora.

"Your grandfather does not forget to decorate your tree, Pablo. Do you have your suitcase? What new birthday toys are you taking to Abuelito's?" asks Mamá.

"I've got my purple car, my book about whales, my tambourine, and my flute," I say.

Every year I spend the night after my birthday at my grandfather's house. We sit under my tree. We play with my new toys. Every year Lito decorates my tree for my birthday visit. Maybe my grandfather forgot.

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Name _____

"Are you sure he didn't forget?" I ask.

"I'm sure," says Mamá.

"Please tell me, Mamá," I say. "Tell me what Lito put on my tree. Is it lights? Is it little *piñatas*?"

Mamá smiles. "Pablo," she says, "don't you like surprises? Come. Let's go see your tree."

As we drive along I ask, "Is it little animals? Is it candy?" My mother just smiles and winks.

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"Lito! Lito!" I say. "I'm here! I'm here!"

Lito opens the screen door. His face is happy, like a full moon. Lito gives my mother a kiss and a hug.

"Lito," I say, "I brought my new birthday toys. We can sit under my tree and play with my toys all day and all night."

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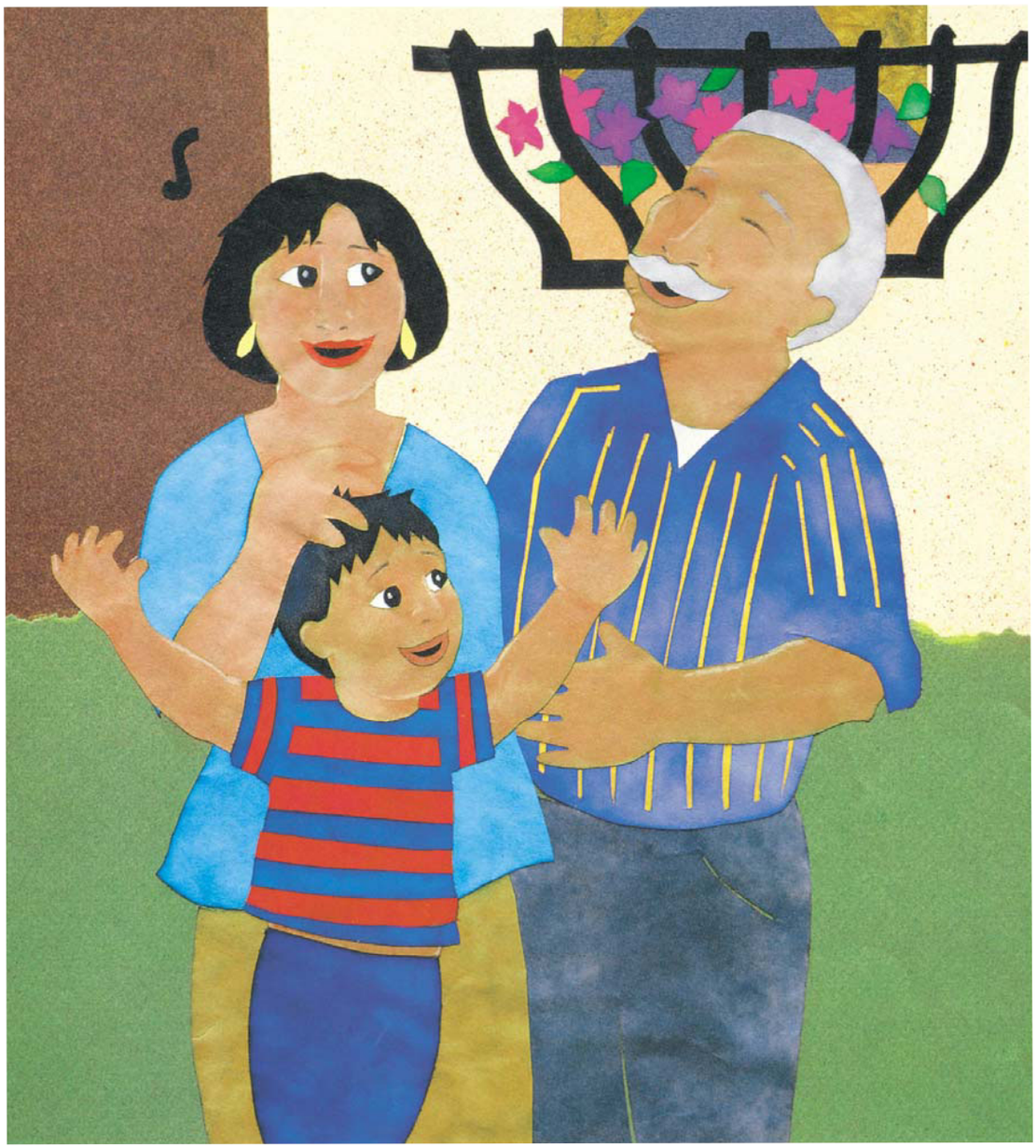
Name _____



Lito and my mother laugh.

"Pablo," says Lito, hugging me, "*¿Cómo está mi nieto grande?* How is my big grandson?"

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I give Lito a giant hug. He almost falls down.

"Pablo!" says Mamá. "*Cuidado*. Be careful." But Lito likes my giant hugs.

"Let's go see my tree," I say. "Hurry. Hurry, Lito." I take Lito's hand and pull him to the back door.

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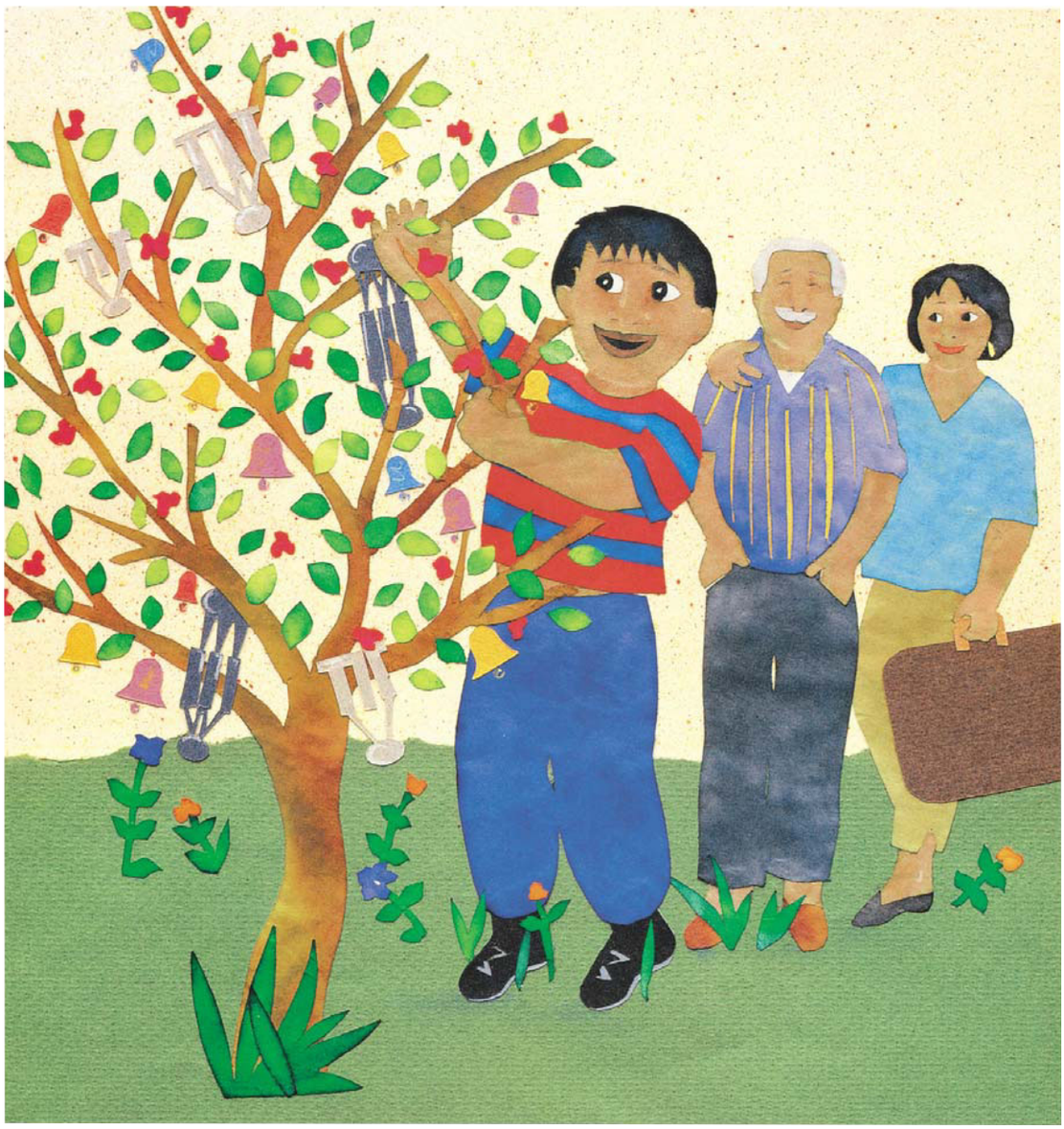
Name _____



When I see my tree, I run to it. I touch the tiny colored bells and wind chimes. "Ooooh," I say. I run around the tree, touching the bells and chimes. The wind blows and my tree jingles and rings.

I give Lito another giant hug, and again I almost knock him down. But he just smiles.

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# Listening As a Writer

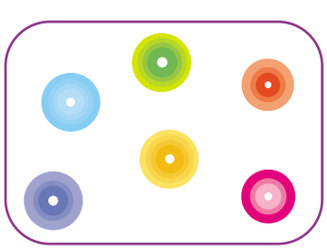
## Think About the Personal Narrative

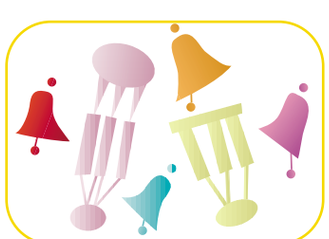
Circle the picture that shows what Pablo told about in his story.

Circle the word that Pablo used to tell about himself.

**I** **she** **you**

Circle the picture that shows what Pablo's grandfather put on the tree this year.





# Responding

Draw the part of the story that you liked best.

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Name _____

# What Makes a Great Personal Narrative?

A true story about yourself is called a **personal narrative**. It tells about something that really happened to you.

When you write a story about yourself, remember to do these things.

- Use I and me.
- Use details that tell who, what, where, and when.
- Write what happened in order.

**GRAMMAR CHECK**

Begin each special name with a capital letter.

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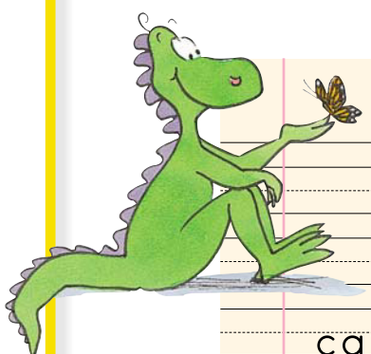
Student Model

# FINAL COPY

Listen to Katrice's story about herself and what W.R. said about it.

Katrice Willis



## My Caterpillar
by Katrice Willis

One day I found a striped caterpillar on a low tree branch. I brought the caterpillar home and kept it warm. A few days later it made a sticky cocoon. Then the caterpillar slept for a while. After two weeks, it turned into a beautiful butterfly. It had orange and black wings. The butterfly was a new pet. I felt sad when I let it go. That's why I will never catch a caterpillar again.

You used I to tell about yourself.

These are good details.

Good! You told the events in order.

## Listening As a Writer

Talk with your classmates.

- What one event did Katrice tell about?
- What happened first in Katrice's story? What happened next? What happened last?

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See www.eduplace.com/kids/hme/ for more examples of student writing.

Name _____

# Write a Personal Narrative

## Think About Topics

Draw a picture to answer each question below.

### When did you help someone?

### When were you surprised?

### When did you learn something?

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# Choose Your Topic

Talk about your drawings and ideas.

Circle the drawing on page 97 that you will write about.

Finish these sentences.

I will write about _____

_____

_____.

I will write my story for _____

_____

_____ to read.

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Name _____

Focus Skill

# Using Details

Give your readers a clear picture. Use lots of **details** in your story. The words who, what, where, and when will help you think of details.

Which picture and sentence below give more details?

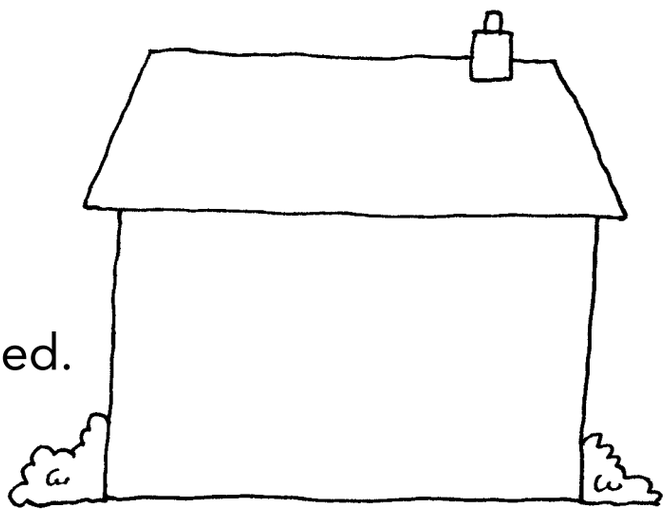
It had wings.

It had orange and black wings.

## Try It Together

Color the house and add details to it.

Talk with your class about the details you added. Say a sentence about the house.



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# Explore and Plan Your Personal Narrative

Draw pictures and details in the three boxes. Show what happened first, next, and last.

Then write details under each drawing.

Draw and write details that tell **who, what, where,** and **when**.

**First**

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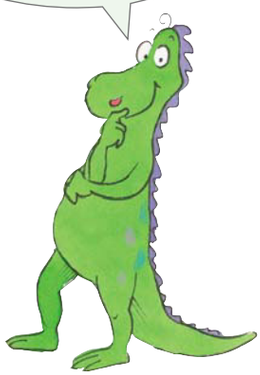
See www.eduplace.com/kids/hme/ for graphic organizers.

Name _____

## Next

Draw and write details about what happened **next**.



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# Explore and Plan continued

## Last

Draw and write details about what happened **last**.

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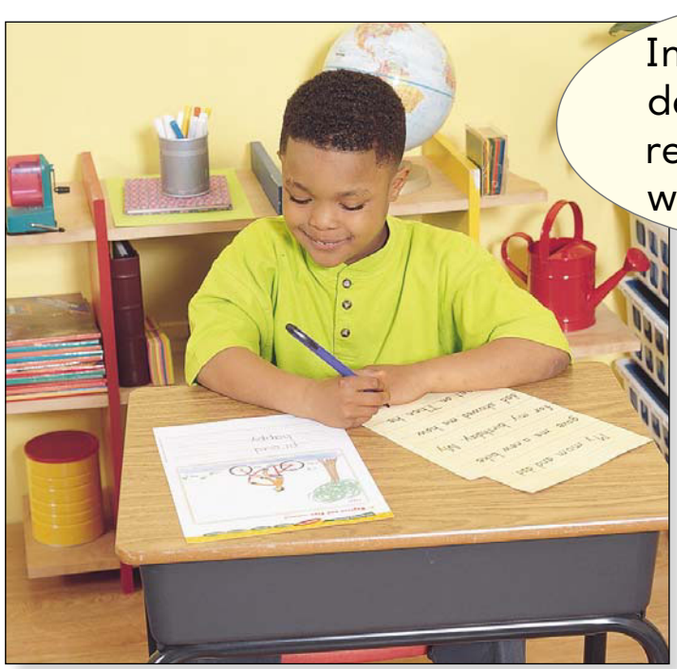
Name _____

# Write Your Personal Narrative

Tell your story, using your drawings.

Write your story. Write what happened first, next, and last. Use your drawings and details.



Include lots of details to help your readers picture what happened.

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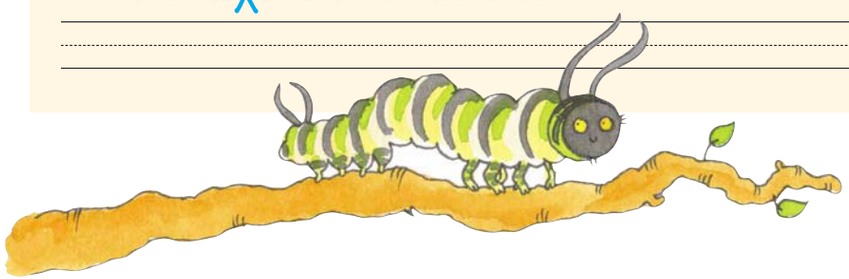
# Revise Your Personal Narrative

Look at this sentence. What words did Katrice add to tell more?

striped
One day I found a caterpillar
low
on a tree branch.



Revise each sentence below. Add a word from the Word Box to tell more. Use a ∧.

| pine | sleepy |
|---|---|

1. My cat naps.
2. I saw the tree.

Read your story to someone. Talk about where you can add details.

Add details to your story to tell more.

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Name _____

## Proofread Your Personal Narrative

Look at these sentences.
How did Katrice fix the mistakes?

The
~~the~~ butterfly was a new pet. I
I
felt sad when ~~i~~ let it go?~~.~~

Find mistakes with capital letters and end marks. Fix two mistakes in each sentence.

1. bob and i saw
the bike.

2. was it the red bike

Proofread your story.
Fix mistakes that you find.

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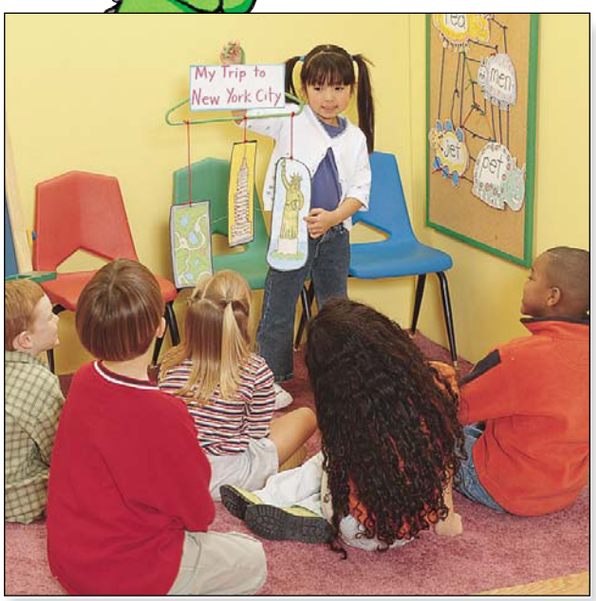
# Publish Your Personal Narrative

Make a neat final copy of your story. Write a title.

Share your story. Here are some ideas.

Be sure you wrote all of your letters correctly and used good spacing.




# Reflect

Write what you like best about your story.

I like _____

_____.

**Tech Tip** If you wrote your story on a computer, leave room on each page to add pictures.

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Name _____

# Writing Prompts

Use these ideas to write stories about yourself. Write details that your readers will want to know.

1

## PHYSICAL EDUCATION

Write about a time you learned to play a sport or a game. Who helped you? What happened?

2

## SOCIAL STUDIES

Write about a time you had fun on a holiday. Where were you? Who was there? What did you do?

3

## ART

Write about a time you made something special for someone. What happened when you gave it to the person? How did you feel?

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# Writing a Friendly Letter

Juan wrote a **friendly letter** to Ling.

Listen to Juan's letter and what W.R. said about it.

Good start! This names the person you are writing to.

This part of your letter has details.

Dear Ling,

My family went to a huge water park. It was a lot of fun. The water slide was so high my heart jumped!

This is where you sign your name.

Your friend,
Juan

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Name _____

# Listening As a Writer

Circle the picture that shows who got the letter.

Juan

Ling

Circle the picture that shows who wrote the letter.

Juan

Ling

Circle the picture that shows what the letter is about.

Circle the word that tells where Juan wrote his name on the letter.

top bottom middle

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# How to Write a Friendly Letter

Make a plan before you write your letter.

Draw the person you will write to.

Write the person's name.

Draw a picture of what you will write about.

Think about your drawings. Then write your letter.

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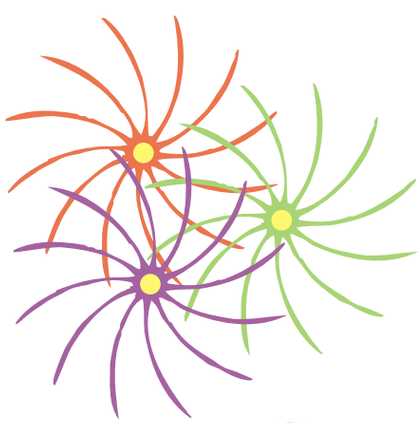
Dear ,



,

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Left blank on purpose because the activities in the pupil book are intended to be cut out.

Name _____

Look at this envelope. What did Juan write on it?

Juan Arias
8 Crow Lane
Salem, NC 27103

This is Juan's **return address.**

Juan put a **postage stamp** here.

Juan sent his letter to Ling at this **mailing address.**

Ling Chen
2 Leaf Street
Chicago, IL 60626

Write your return address.

Address an envelope and mail your letter.

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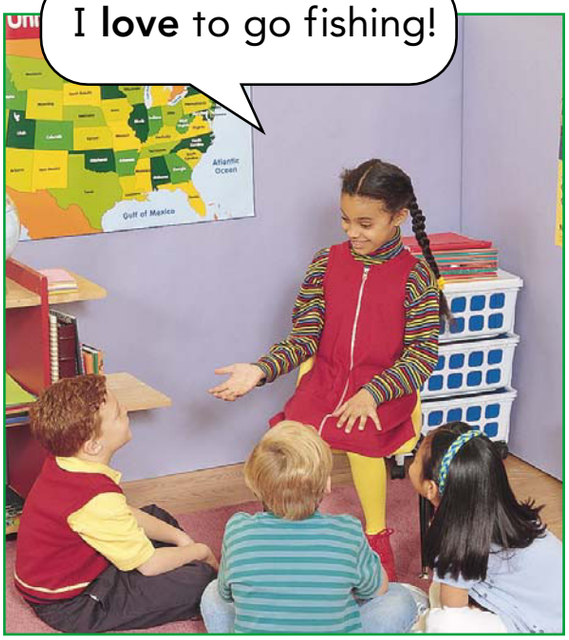
# Telling a Story About Yourself

Ellen told a story about herself.

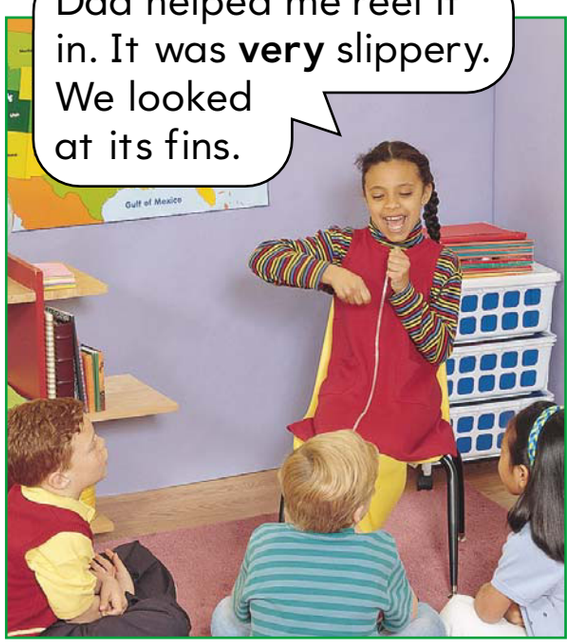
Listen to her story. Look at the pictures.

1




2

3




4

How did Ellen use her voice as she told her story? How did she use her face and hands?

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Name _____

Listen to these tips.

## Tips for Telling a Story About Yourself

- Look at your listeners.
- Use your face and hands.
- Speak clearly. Be sure everyone can hear you.

## Apply It

Think of a story you can tell about yourself. Draw a picture of yourself telling your story.

Follow the tips as you tell your story.

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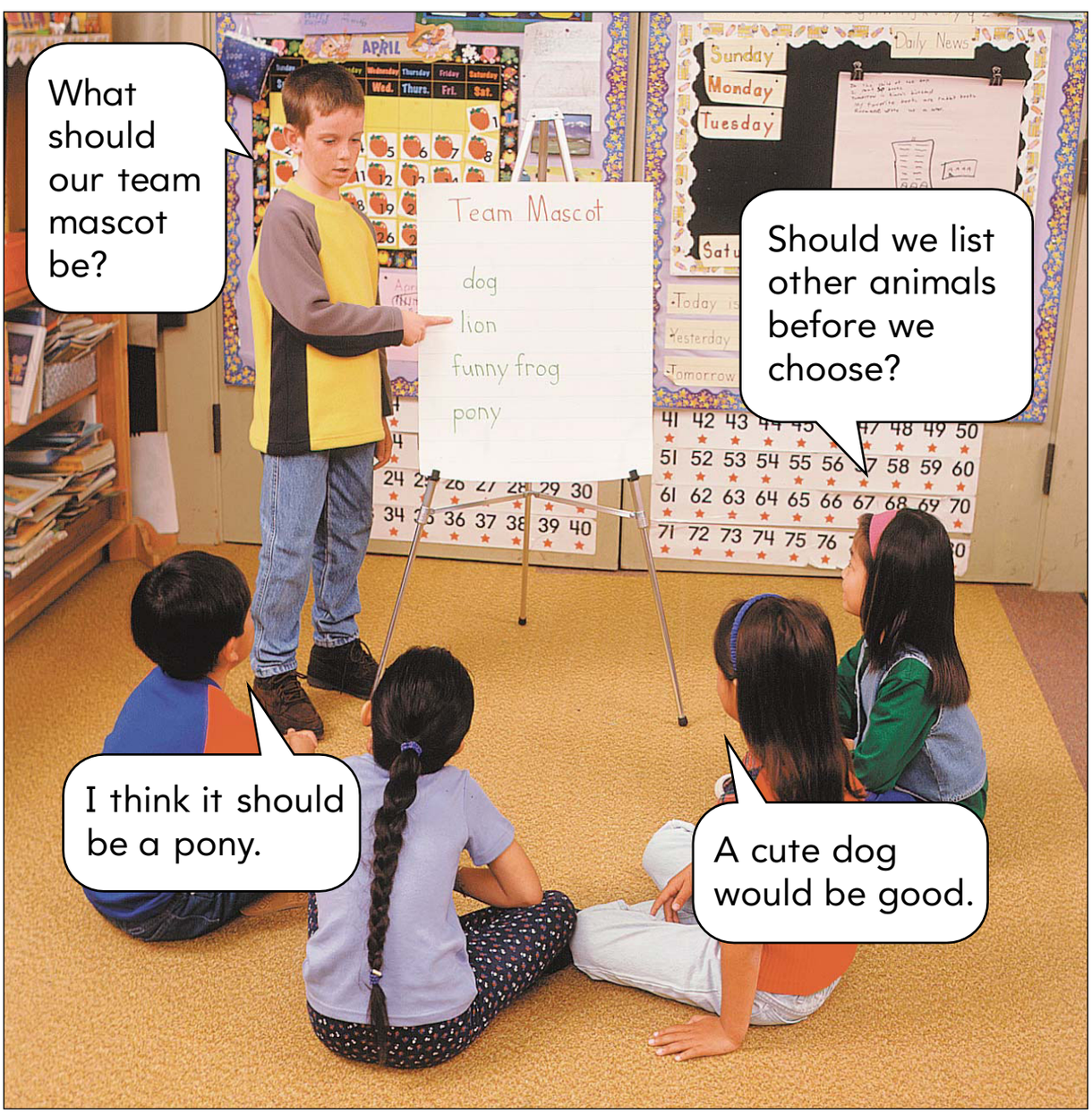
# Having a Discussion

These children are talking together.

Look at the picture. Listen to what they say.




What are the children in the picture talking about? What is each child saying and doing?

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Name _____

Listen to these tips.

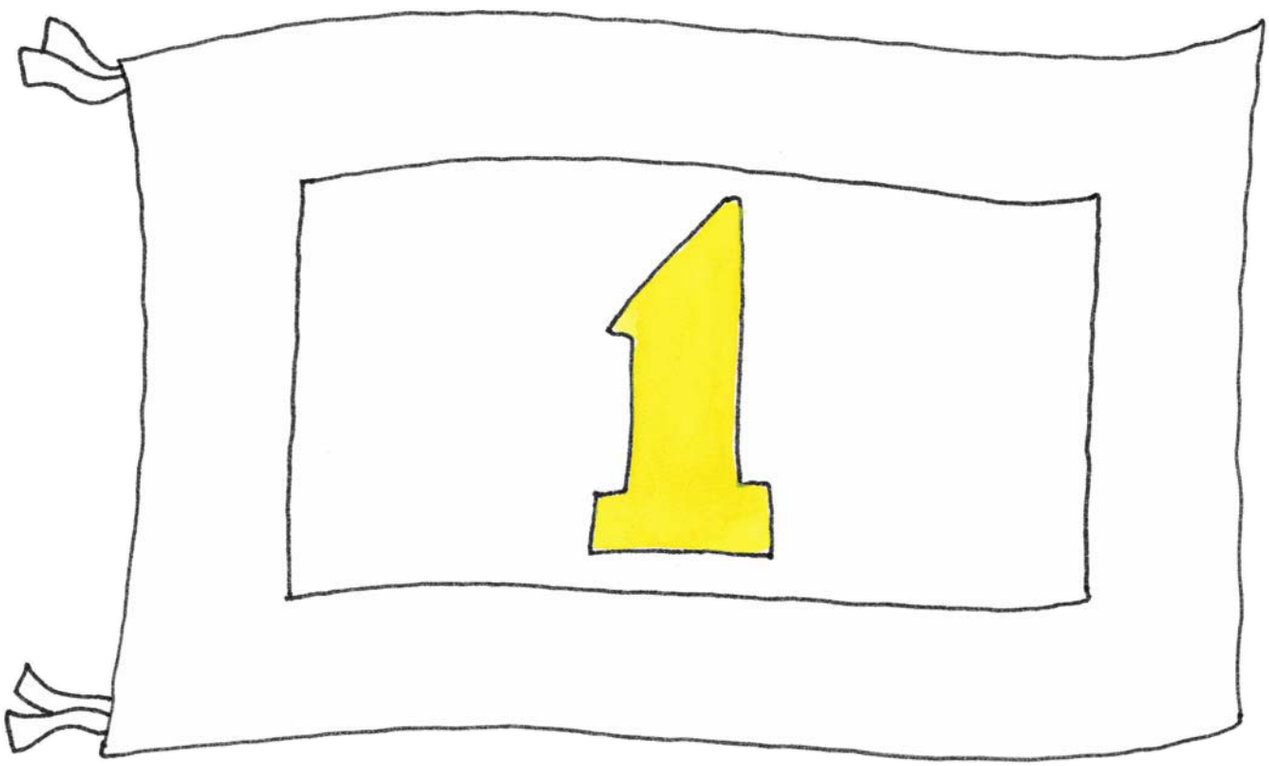
## Tips for Having a Discussion

- Take turns.
- Speak clearly. Be sure everyone can hear you.
- Listen carefully to what others say.

## Apply It

Talk with your group. Choose colors for this class flag.

Now color the flag. Use the colors that your group chose.

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# Verbs

The children run with the kite.

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Name _____

Grammar

# 1 Verbs

**Warm-Up** **Look, Listen, Talk**

**Verbs** are action words. They tell what people and animals do.

**The children hop.** **He rides on a bike.**

## Try It Out • Think, Speak, Write

Say each sentence below. Name the verb.

Draw a line under each verb. Then write those verbs.

1. A girl jumps. jumps

2. They run on a track. _____

3. One boy walks fast. _____

4. The teacher hops. _____

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## On Your Own

Circle the verb in each sentence in Nate's letter.

CAMP BLUE HILLS

Dear Grandpa,

1. We swim in the lake.
2. We hike in the woods.
3. We row boats.
4. We tell stories at night.

Love,

Nate

Now write the verbs you circled.

1. swim
2. _____
3. _____
4. _____

## Think and Write

Write a verb to finish this sentence.

5. The boys _____ at camp.

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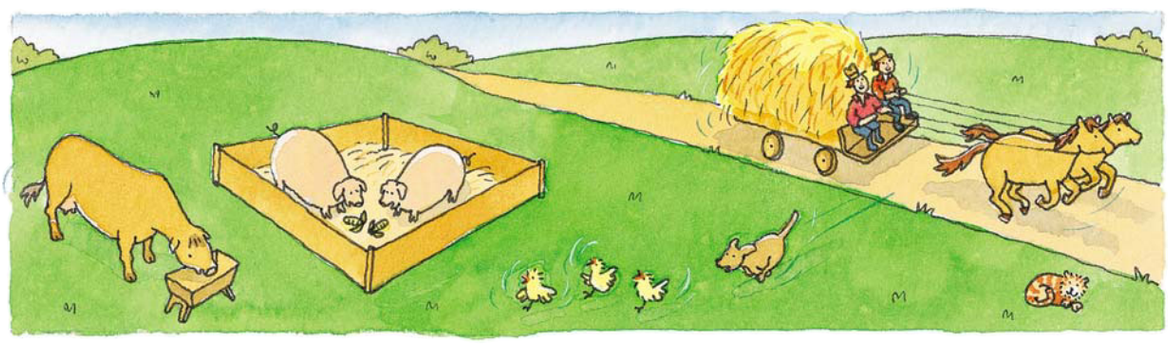
Name _____

Grammar / Usage

# 2 Nouns and Verbs

**Warm-Up** **Look, Listen, Talk**



Add **s** to a **verb** when it tells about a **noun** that names one.

**The farmer rides.** **The farmer and Tim ride.**

## Try It Out • Think, Speak, Write

Say each sentence below. Use the correct verb.

Circle the correct verbs. Then write those verbs.

1. A cow (drink drinks) water. drinks
2. Chicks (run runs) away. _____
3. The pigs (eat eats) corn. _____
4. One cat (sleep sleeps). _____

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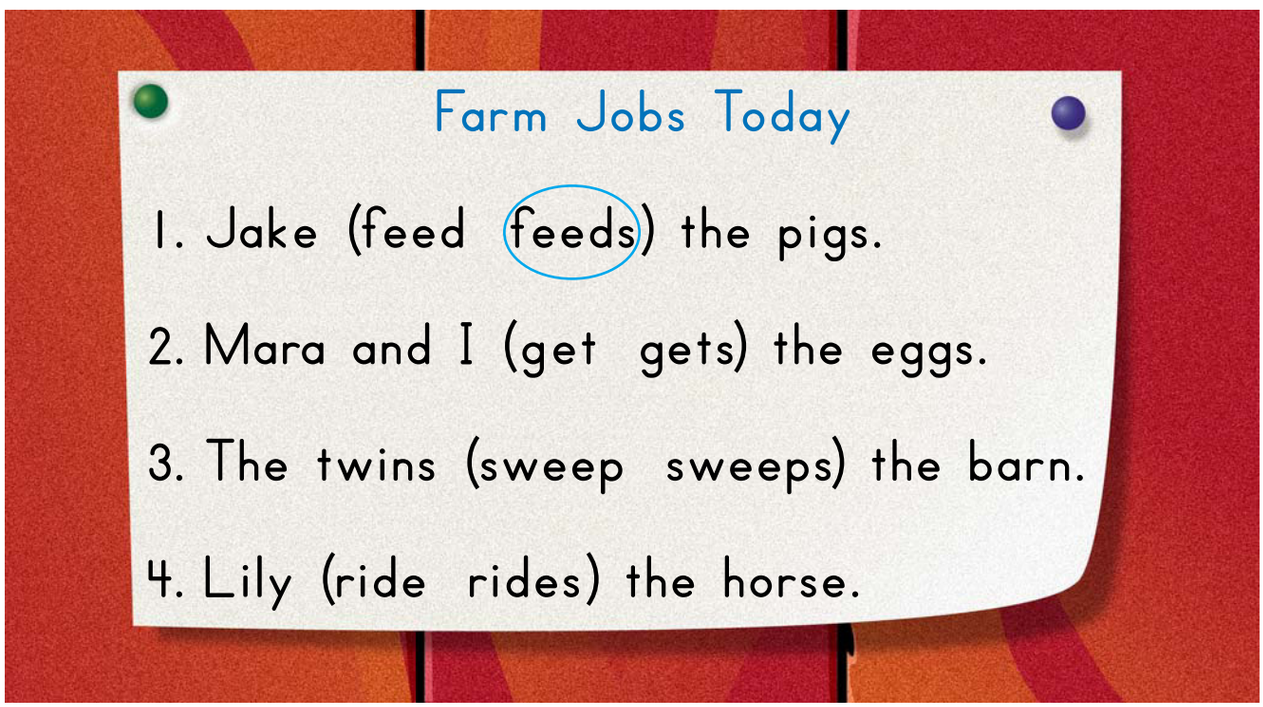
## On Your Own

Circle the correct verbs in Farmer Brown's list.


Farm Jobs Today
1. Jake (feed feeds) the pigs.
2. Mara and I (get gets) the eggs.
3. The twins (sweep sweeps) the barn.
4. Lily (ride rides) the horse.

Now write the verbs you circled.

1. feeds
2. _____
3. _____
4. _____

## Think and Write

Write a verb to finish each sentence.

5. The dogs _____ on the farm.

6. The girl _____ the horse.

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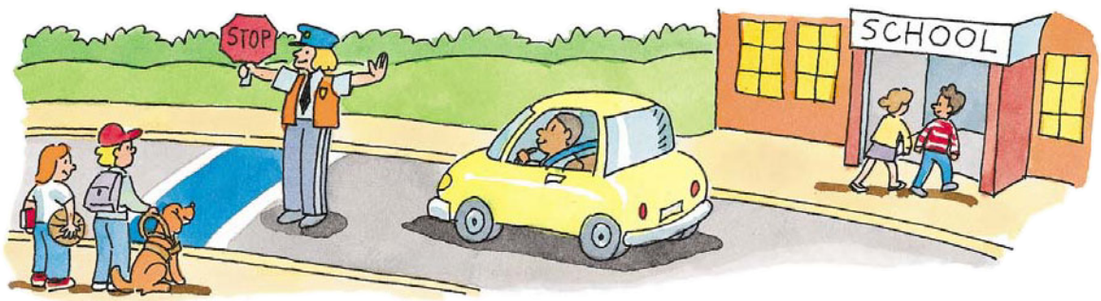
Name _____

Grammar / Usage

# 3 Pronouns and Verbs

Warm-Up **Look, Listen, Talk**




Add **s** to a **verb** when it tells about a **pronoun** that names one.

**He waits.** **She waits.** **It waits.** **They wait.**

## Try It Out • Think, Speak, Write

Say each sentence below. Use the correct verb.

Circle the correct verbs. Then write those verbs.

1. They (walk walks) to school. walk

2. She (bring brings) a ball. _____

3. He (wear wears) a backpack. _____

4. It (stop stops) for the children. _____

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## On Your Own

Circle the correct verbs in Amy's diary page.

Dear Diary,

1. He (ride rides) to school with me.

2. She (sit sits) next to me.

3. They (like likes) my pictures.

4. It (live lives) at school.

Now write the verbs you circled.

1. rides
2. _____
3. _____
4. _____

## Think and Write

Write a verb to finish each sentence.

5. She _____ at the new school.

6. They _____ in school.

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Name _____

Grammar

# 4 Verbs with ed

Warm-Up **Look, Listen, Talk**

Add **ed** to some **verbs** to tell about the past.

**The show starts at 1:00 today.**
**The show started at 7:00 last night.**

## Try It Out • Think, Speak, Write

Say each sentence below. Use the verb that tells about the past.

Circle the verbs that tell about the past. Then write those verbs.

1. Max (plays played) the drums. played

2. Sue (rolls rolled) on a mat. _____

3. They (worked work) hard. _____

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## On Your Own

Circle the verbs that tell about the past in this news report.

### School Show Last Night

1. We (watch watched) a great show yesterday.
2. Marco (laughs laughed) at the jokes.
3. Pam (enjoyed enjoys) the songs.
4. They (cheer cheered) at the end.

Now write the verbs you circled.

1. watched
2. _____
3. _____
4. _____

## Think and Write

Change the verb in the Word Box to tell about the past. Write the verb.

| thank |
|---|

5. The children _____ the teacher.

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Name _____

Grammar / Usage

# 5 is and are

Warm-Up **Look, Listen, Talk**

Use **is** in a sentence with a **noun** that names one. Use **are** in a sentence with a **noun** that names more than one.

**Mom is in the yard.** **The twins are in the yard.**

## Try It Out • Think, Speak, Write

Say each sentence below. Use the correct verb.

Circle the correct verb to finish each sentence. Then write those verbs.

1. is / are The boys _____ a big help.

2. is / are Two bags _____ full.

3. is / are Dad _____ busy too.

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## On Your Own

Circle the correct verbs in this ad.

Now write the verbs you circled.

1. IS
2.
3.
4.

## Think and Write

Write **is** or **are** to finish each sentence.

5. The trees _____ strong and tall.

6. This bush _____ big.

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Name _____

Grammar / Usage

# 6 was and were

Warm-Up **Look, Listen, Talk**

Use **was** in a sentence with a **noun** that names one. Use **were** in a sentence with a **noun** that names more than one.

**One bird was in the nest.**
**Two birds were out of the nest.**

## Try It Out • Think, Speak, Write

Say each sentence below. Use the correct verb.

Circle the correct verb to finish each sentence. Then write those verbs.

1. was / were — The storm _____ over.
2. was / were — The boys _____ cold.
3. was / were — Mom _____ at home.

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## On Your Own

Circle the correct verbs in Beth's poem.

### Snowy Night

1. The flakes (was were) light.
2. The trees (was were) white.
3. The moon (was were) bright.
4. The stars (was were) out tonight.

Now write the verbs you circled.

1. were
2. _____
3. _____
4. _____

## Think and Write

Write **was** or **were** to finish each sentence.

5. My house _____ nice and warm.
6. The windows _____ frosty.

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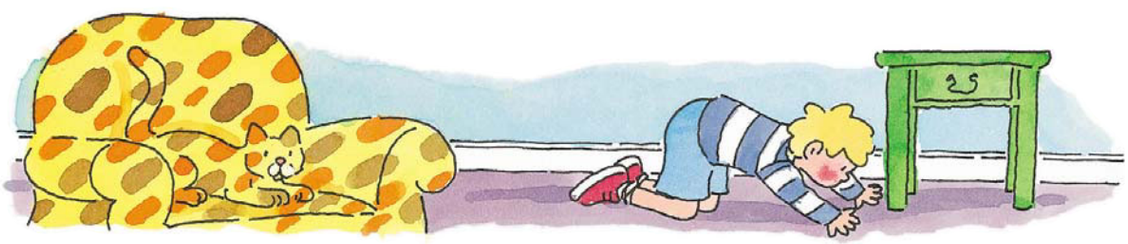
Name _____

Grammar / Mechanics

# 7 Contractions

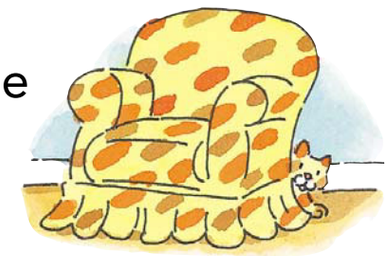
**Warm-Up** **Look, Listen, Talk**



A **contraction** is a short way of writing two words. This mark (') takes the place of missing letters.

| | |
|---|---|
| I do not see my cat. | I don't see my cat. |
| Tabby is not here. | Tabby isn't here. |
| I cannot find her. | I can't find her. |

## Try It Out • Think, Speak, Write



Say each sentence below. Name the contractions for the underlined words.

Now write the contractions.

1. My cat is not outside. isn't

2. She cannot get out. _____

3. I do not see her. _____

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## On Your Own

Write the contractions for the underlined words in Rick's riddle. Then answer the riddle.

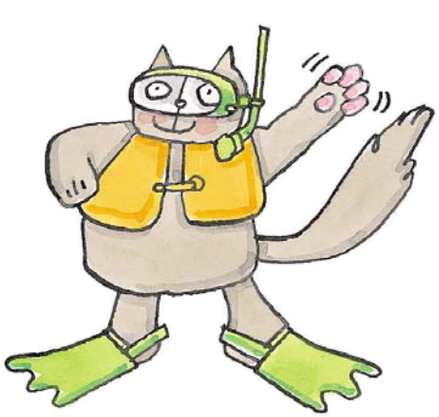
### What Is It?

1. It <u>is not</u> very big, but it hunts. isn't
2. It <u>cannot</u> roar, but it can hiss. _____
3. You <u>do not</u> need to wash it because it is very clean. _____

What is it? a cat

## Think and Write

Write **don't**, **isn't**, or **can't** to finish each sentence.



4. A cat _____ swim.
5. Cats _____ like bones.
6. A cat _____ like a dog.

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Name

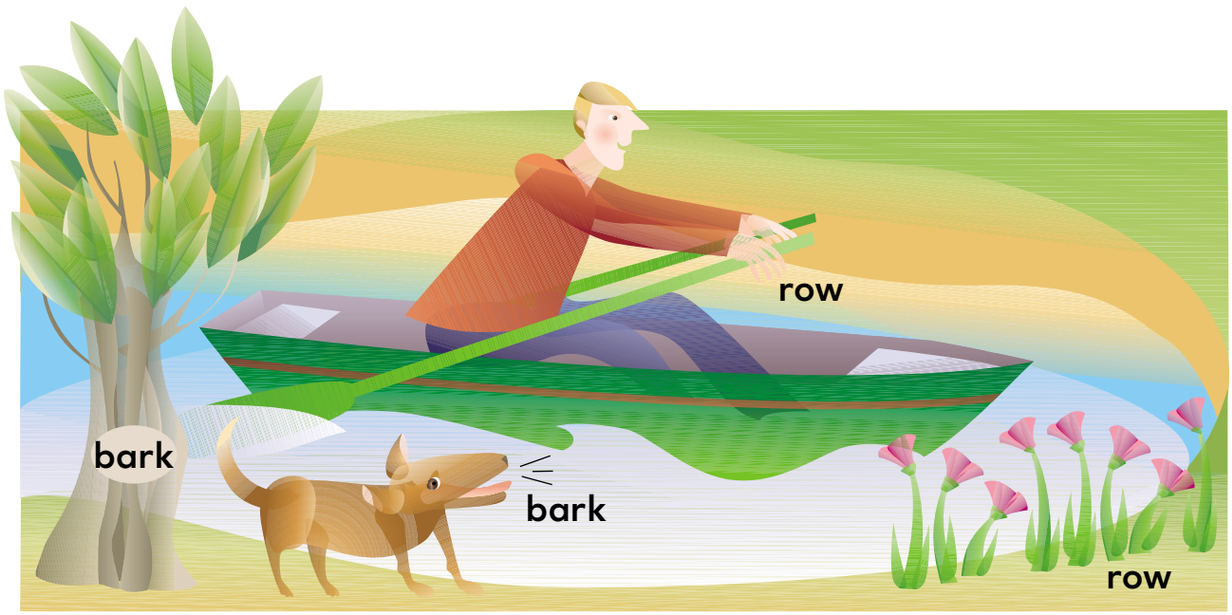
Revising Strategies

Vocabulary

# Words That Look the Same

## Look, Listen, Talk

Find words in the picture that are spelled the same. Use each word in a sentence to tell about the picture.




Some words are spelled the same but have different meanings.

| | |
|---|---|
| **bark** | the sound a dog makes |
| **bark** | the thick skin of a tree |

Look at the pictures and words below. Tell two meanings for the word **bat**.

bat

bat

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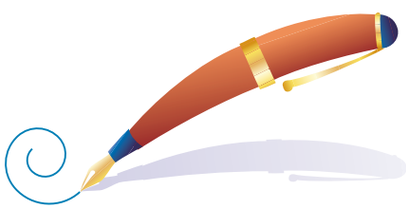
## Apply It

Find the sentence with the underlined word that means the same as the picture. Circle that sentence.

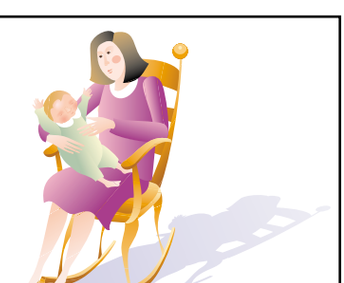
1. Dad writes with a pen.
2. The sheep are in the pen.



3. Planes fly in the air.
4. A fly is on my hand.

5. Jon will ring the bell.
6. Mom wears a ring on her hand.

7. I found a rock in the dirt.
8. I rock the baby to sleep.



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## Checkup: Unit 5

Name _____

Draw a line under each verb.

1. The boys make masks.
2. They get paper plates.
3. Ron draws a face.
4. Sam cuts yarn for hair.
5. Mom likes the masks.

Write the correct verb to finish each sentence.

6. Dad and Emma _____ in the woods.
   hike hikes
7. She _____ a deer.
   sees see

8. It _____ away.
   run runs
9. Dad _____ a big leaf.
   finds find

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Circle the verbs that tell about the past.

**10.** I (helped  help) Joe last week.

**11.** Joe and I (clean  cleaned) his room.

**12.** We (pick  picked) up the toys.

**13.** Joe (thanks  thanked) me.

**14.** Then we (played  play) a game.

Circle the correct verb to finish each sentence. Then write those verbs.

**15.** was / were — Last year Lynn _____ five years old.

**16.** is / are — Now Lynn _____ in first grade.

**17.** is / are — Two rabbits _____ class pets.

**18.** was / were — Last week the rabbits _____ in a pet show.

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## Checkup: Unit 5

Name _____

Write the contractions for the underlined words.

**19.** That book <u>is not</u> mine. _____

**20.** I <u>cannot</u> find my book. _____

**21.** I <u>do not</u> have time to look. _____

## Mixed Review 22–26.

Circle the correct verb or contraction to finish each sentence in this part of Rosa's letter.

Dear Uncle Marco,

My new bike (are  is) green.

I (can't  isn't) ride the bike.

Mom (helps  helped) me yesterday.

My dad (help  helps) me today.

He (runs  run)  beside me.

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# Unit 1: The Sentence

Circle each word group that is a sentence.

1. a green frog
2. The little frog jumps.
3. Bees buzz.
4. live in a hive

Circle the naming part in each sentence. Draw a line under each action part.

5. A big bear sleeps.
6. One cub plays.
7. Lee takes a picture.

Write the correct word to begin each sentence. Write the correct end mark.

8. where / Where _____ is the snake ___
9. birds / Birds _____ fly in the sky ___
10. the / The _____ cat runs fast ___
11. who / Who _____ sees a bug ___

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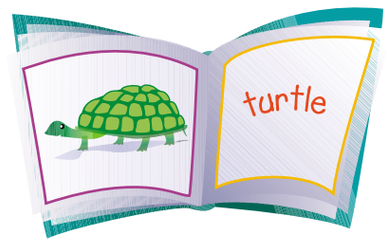
Cumulative Review

Name _____

# Unit 3: Nouns and Pronouns

Circle two nouns in each sentence. Then write the nouns.




**12.** The children are at school.

_____ _____

_____ _____

_____ _____

**13.** The teacher reads a book.

_____ _____

_____ _____

_____ _____

**14.** She shows us a picture of a turtle.

_____ _____

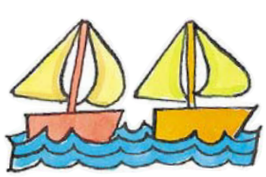
_____ _____

_____ _____

Write the noun for each picture.

| lamp<br>lamps |
|---|

| boat<br>boats |
|---|



_____ _____

_____ _____

**15.** _____ **16.** _____

Write each special noun correctly.

_____

_____

**17.** I have a friend named lucy. _____.

_____

_____

**18.** We went to stone zoo. _____.

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Circle the correct pronouns.

**19.** (He  It) has a bike.

**20.** (It  She) is red.

**21.** Mike and (it  I) look at the bike.

**22.** (She  It) holds a ball.

## Unit 5: Verbs

Draw a line under each verb.

**23.** Carla runs fast.

**24.** Marko jumps high.

**25.** Two boys jog.

**26.** Pat hits the ball.

Write the contraction for the underlined words.

**27.** John <u>is not</u> home. _____

**28.** I <u>cannot</u> find my cap. _____

**29.** They <u>do not</u> have a pet. _____

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Cumulative Review

Name _____

Circle the correct verbs. Then write those verbs.

**30.** Al and Martha (swing  swings).

_____

_____

_____

**31.** He (jump  jumps) over a rock.

_____

_____

_____

**32.** Flowers (is  are) in the park.

_____

_____

_____

**33.** Amy (throw  throws) a ball to me.

_____

_____

_____

**34.** Last week he (paints  painted) a bench.

_____

_____

_____

**35.** A duck (was  were) on the pond yesterday.

_____

_____

_____

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# Writing a Story

## This unit also includes:

**Special Focus on Expressing**
Writing a Book Report
Page 166

**Communication Link**
Viewing Story Pictures
Page 170

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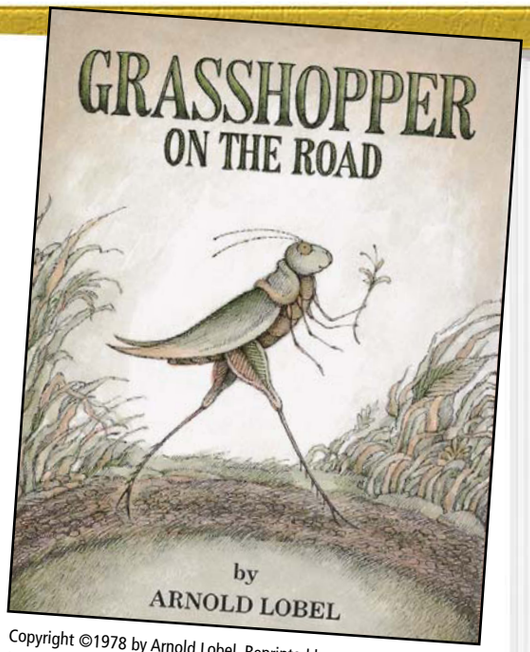
Name _____

## Listening to a Story

"A New House" is a story about two little animals. What problem does one of them have?

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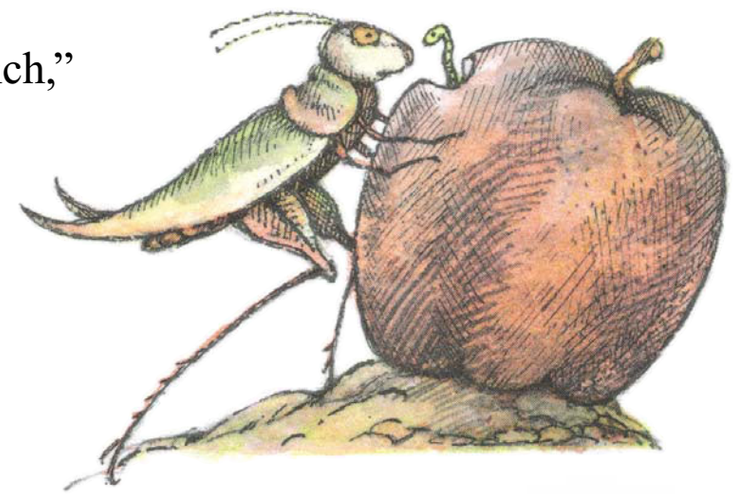
# A New House

from Grasshopper on the Road, by Arnold Lobel

Grasshopper wanted to go on a journey. "I will find a road," he said. "I will follow that road wherever it goes."

One morning Grasshopper found a road. . . . The road went up a steep hill. Grasshopper climbed to the top. He found a large apple lying on the ground.

"I will have my lunch," said Grasshopper. He ate a big bite of the apple.



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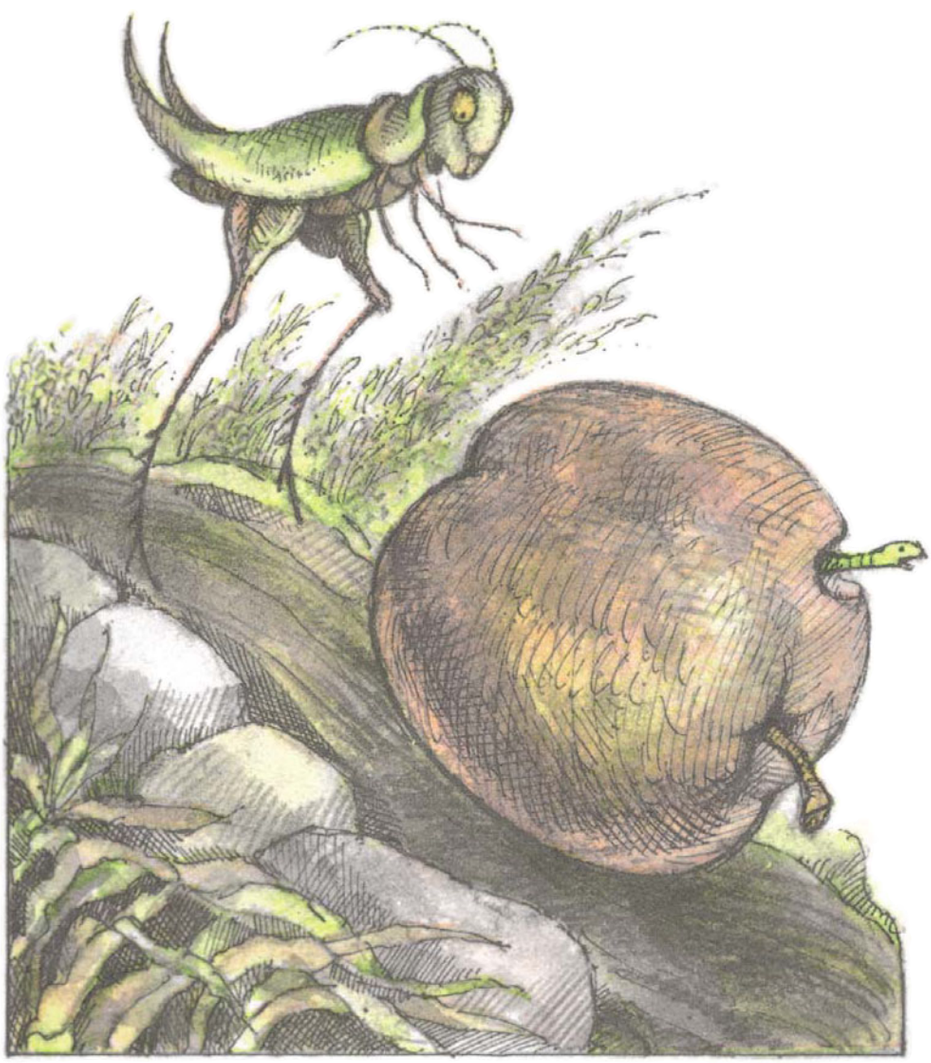
"Look what you did!" said a worm, who lived in the apple. "You have made a hole in my roof! It is not polite to eat a person's house," said the worm.

"I am sorry," said Grasshopper. Just then the apple began to roll down the road on the other side of the hill.



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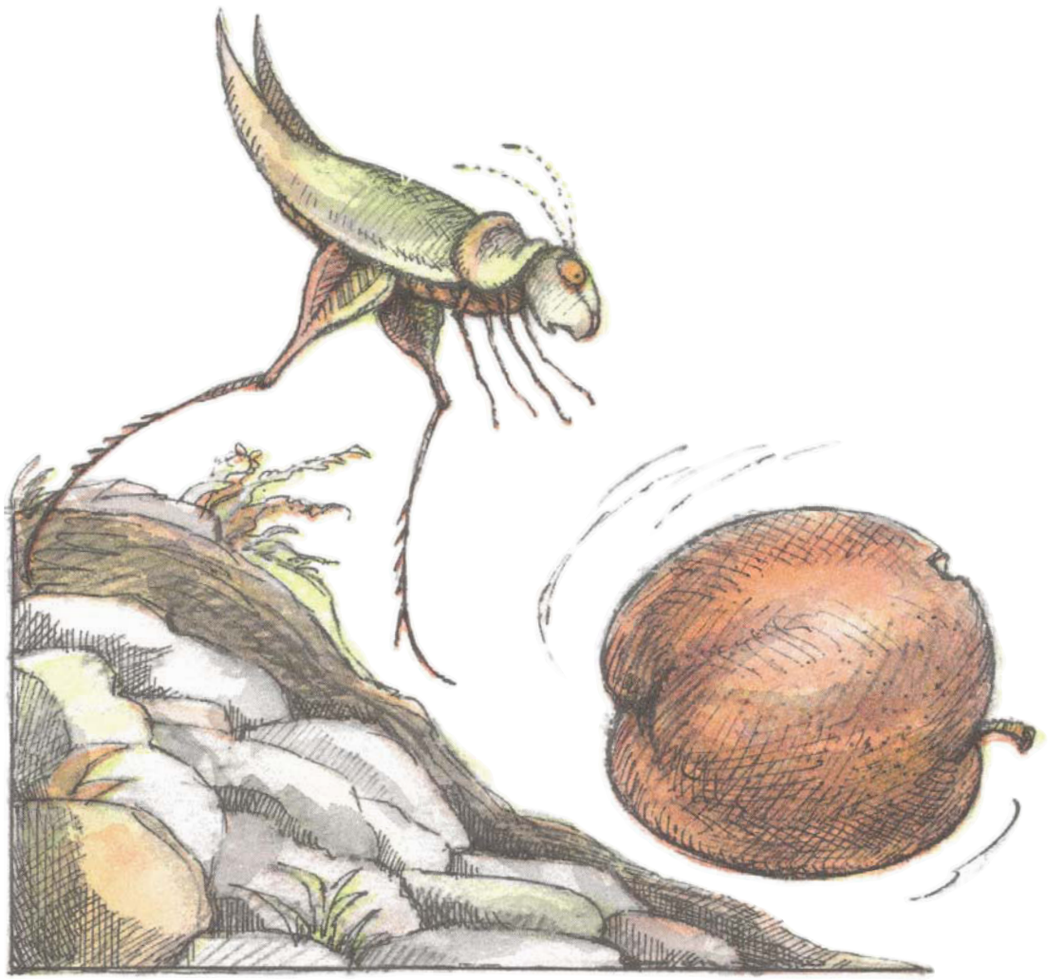
Name _____



"Stop me! Catch me!" cried the worm.
The apple was rolling faster and faster.

"Help, my head is bumping on the walls! My dishes are falling off the shelf!" cried the worm.

Grasshopper ran after the apple.

"Everything is a mess in here!" cried the worm. "My bathtub is in the living room. My bed is in the kitchen!"

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Grasshopper kept running down the hill. But he could not catch the apple.

"I am getting dizzy," cried the worm. "My floor is on the ceiling! My attic is in the cellar!"

The apple rolled and rolled. It rolled all the way down to the bottom of the hill. The apple hit a tree. It smashed into a hundred pieces.

"Too bad, worm," said Grasshopper. "Your house is gone."

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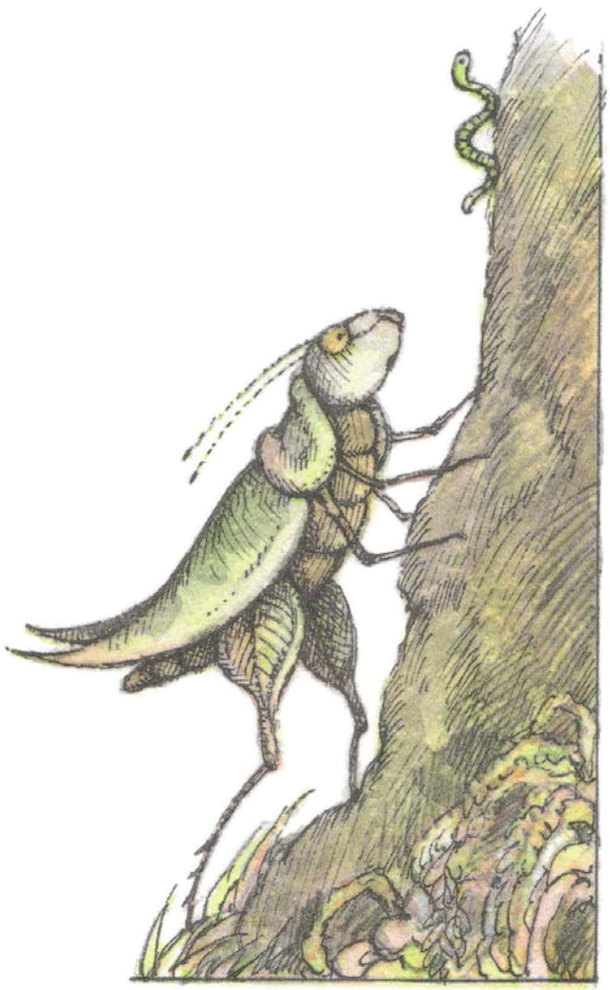
Name _____



The worm climbed up the side of the tree.

"Oh, never mind," said the worm. "It was old, and it had a big bite in it anyway. This is a fine time for me to find a new house."

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Grasshopper looked up into the tree. He saw that it was filled with apples.

Grasshopper smiled, and he went on down the road.

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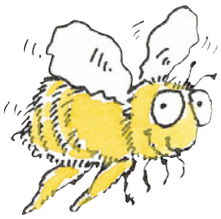
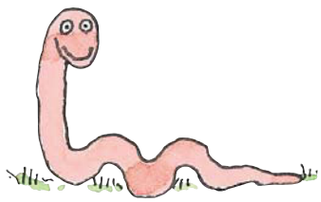
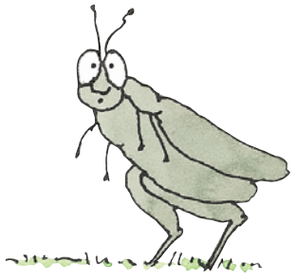
Name _____

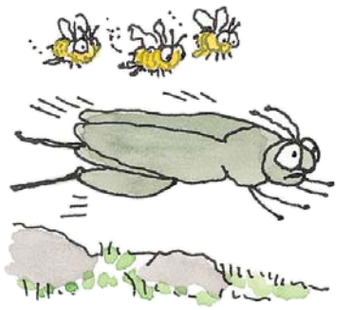
# Listening As a Writer

## Think About the Story

Circle the two characters from the story.

Circle the problem from the story.



## Responding

Draw the animal from the story that you liked better.

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# What Makes a Great Story?

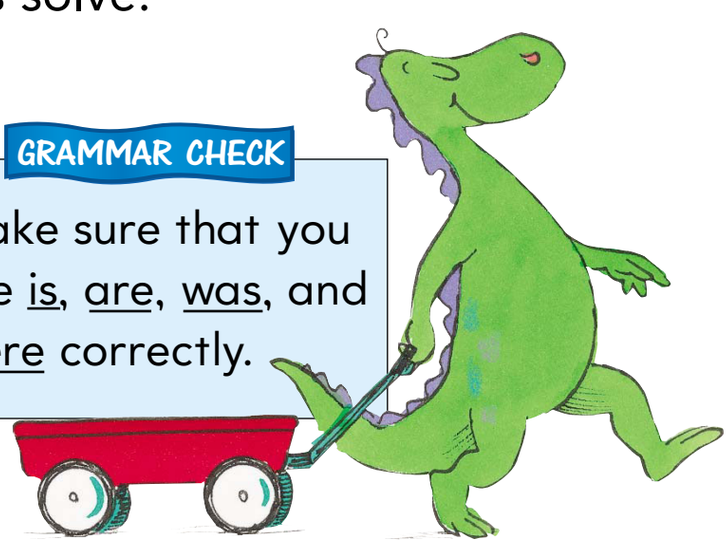
A **story** has make-believe characters. It tells about a problem they solve.

When you write your story, remember to do these things.

- Tell what happens at the beginning, in the middle, and at the end of your story.
- Write details about the characters. They are the people or animals in the story.
- Write about a problem that the characters solve.

**GRAMMAR CHECK**

Make sure that you use is, are, was, and were correctly.



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Name

Student Model

# FINAL COPY

Listen to Kristin's story and what W.R. said about it.

Kristin Roe

## The Friendly Tadpole
by Kristin Roe

Once there was a friendly tadpole named Lily. Lily was small, but she liked to play in the big pond.

One day Lily asked the other tadpoles to play. They said, "No, we already have friends." Lily was sad.

The next day, another tadpole and his mother moved into the pond. His name was Tad. Lily said, "Hello, welcome to the pond."

You wrote good details about Lily.

Writing your character's exact words makes your story more interesting.

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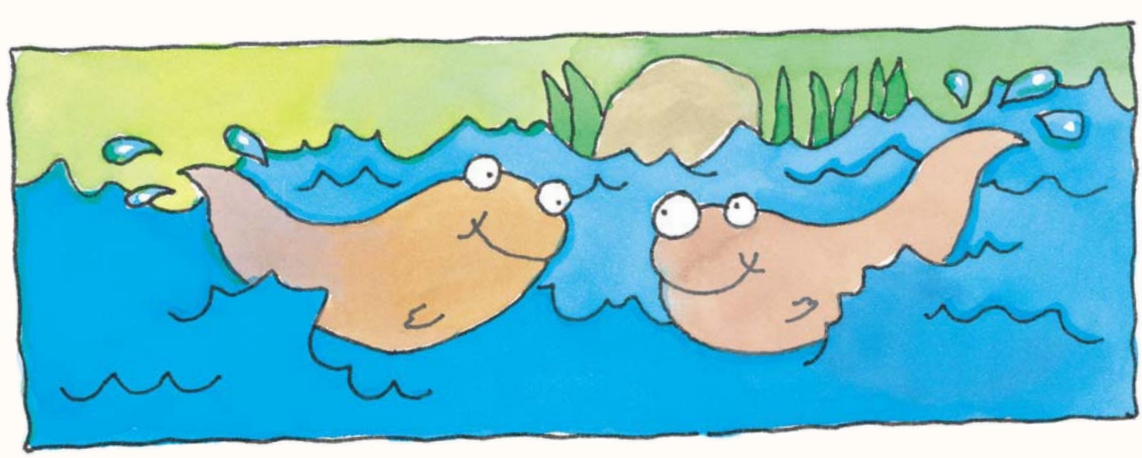
See www.eduplace.com/kids/hme/ for more examples of student writing.

## Student Model

She asked Tad if he would like to play. He said, "Yes." Lily and Tad had lots of fun in the pond. They played tag and had races. Lily and Tad became best friends.

Your story has a clear beginning, middle, and end.



### Listening As a Writer

Talk with your classmates.

- Who are the characters in Kristin's story?
- What problem does one character have?
- How is the problem solved?

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Name _____

Focus Skill

# Story Characters

**Characters** are the people or animals in a story. They are make-believe, but they may talk and act like they are real.

## Try It Together

Choose a character from above. Draw a picture of the character doing what it likes to do best.

Tell your class about your drawing.

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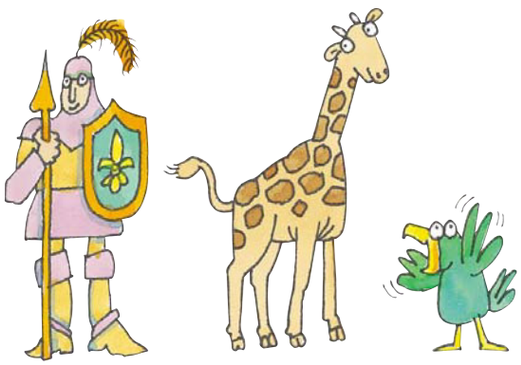
# Choose a Character



Who will read your story? Talk about characters your readers might like.

Draw the character you will write about.

Write your character's name. Write details that tell what the character is like.

Name _____

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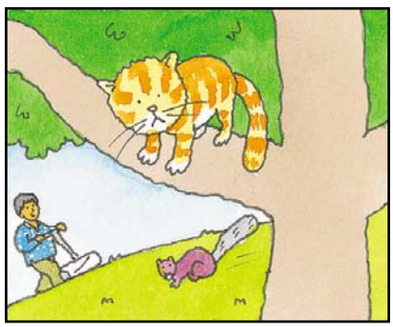
Name _____

Focus Skill

# Beginning, Middle, End

The **beginning** of a story tells who the characters are and where the story takes place. The **middle** tells about a problem. The **end** tells how the problem is solved.

Beginning



Middle

End

## Try It Together

Draw a different ending for the story above.

Tell your class about your drawing.

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# Explore and Plan Your Story

What problem will your character need to solve?

Draw your main character and where the story will take place.

Draw pictures in the three boxes. Show what will happen at the beginning, in the middle, and at the end of your story.

Write details under each drawing.

**Beginning**

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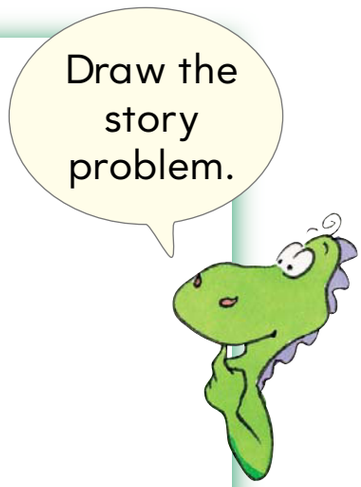
See www.eduplace.com/kids/hme/ for graphic organizers.

Name _____

## Middle

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# Explore and Plan continued

Draw how the problem is solved.

## End

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Name _____

## Write Your Story

A good story has an interesting beginning. Which of these beginnings is more interesting?

| | |
|---|---|
| This is about a pig. | A big pink pig rolled happily in the mud. |

Think of a good beginning and then tell your story. Use your drawings and details.

Write an interesting beginning for your story. Then write the rest of the story.

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# Revise Your Story

What changes did Kristin make in this sentence to tell more?

Once there was a friendly
tadpole named Lily
~~baby frog~~.

Change a word and add a word in each sentence to tell more. Use words from the box and a ∧.

| | | | |
|---|---|---|---|
| shaggy | hopped | poodle | green |

1. The frog moved.

2. The dog ran.

Have a writing conference like the one on the next page.

Think about what your classmate said. Make changes to your story.

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Name

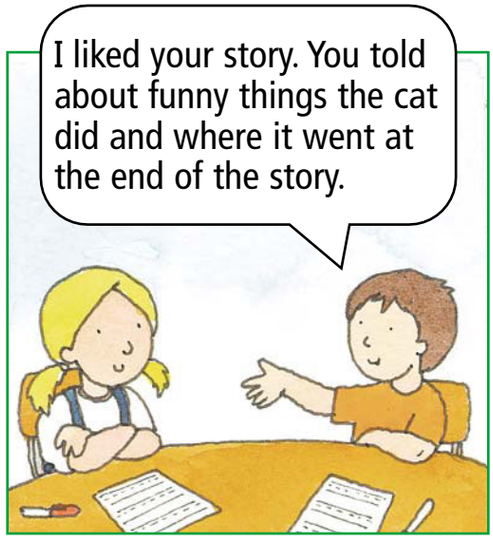
# Having a Writing Conference

What are these children saying and doing?

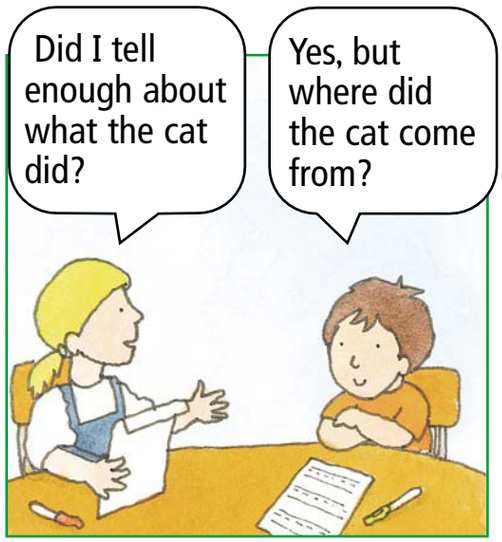
Before you share your story, write a question about a part you want help with.

1

2




3

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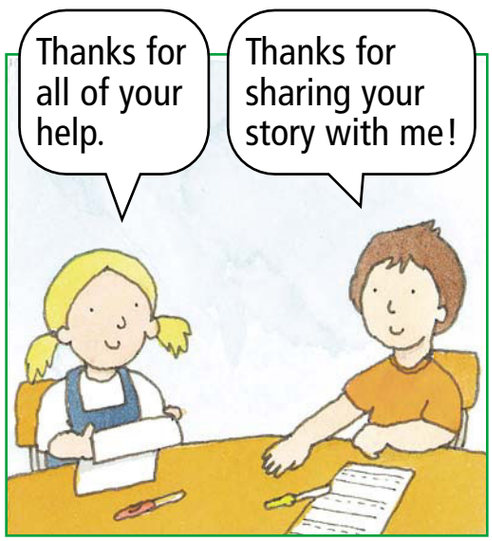


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# Proofread Your Story

What mistakes did Kristin find in this sentence? How did she fix them?

Tad like
She asked ~~tad~~ if he would ~~lik~~ to play.

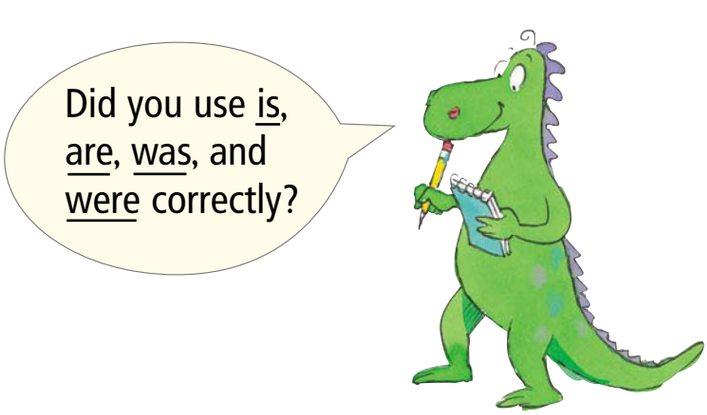
Find mistakes with capital letters, end marks, spelling, and using verbs correctly. Fix two mistakes in each sentence. Use words from the box.

| |
|---|
| bloom |
| blue |
| is |
| were |

1. The kite are blu.

2. Does nina like it

Proofread your story. Use the Proofreading Checklist.




## Proofreading Checklist

- ☐ capital letters
- ☐ end marks
- ☐ spelling

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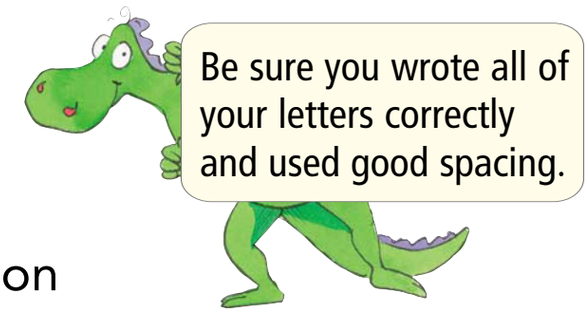
Name _____

## Publish Your Story

Make a neat final copy of your story. Write a title.

Look at Ideas for Sharing on the next page. Share your story.




## Reflect

What do you like about your story?

I like _____

_____.

**Tech Tip** Save your story before you turn off the computer.

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# Ideas for Sharing

## Write It

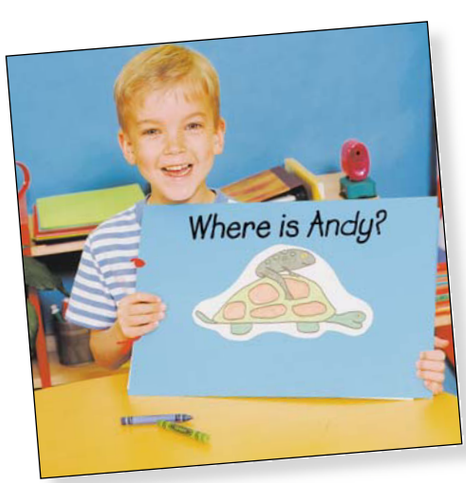
- Send your story to a friend, using e-mail.

## Say It

- Read your story aloud as some classmates act it out.

## Show It

- Draw pictures and make a cover for your story. Put the pages together to make a book.

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Name _____

# Writing Prompts

Use these ideas to write stories. Write a clear beginning, middle, and end. Think about who will read your story.

1

## FINE ART

How did this apple get so big? How did it get into the room? Write a funny story about the apple.

The Listening Room (La Chambre d'écoute) 1958, Oil on Canvas, René Magritte 1898–1967, Superstock.

**The Listening Room (La Chambre d'écoute)**
**1958, René Magritte 1898-1967**

2

## PHYSICAL EDUCATION

Write a story telling how a character wins a race. Who is your character? What kind of race is it?

3

## READING

Write a story about meeting your favorite book character. How did you meet? What did you do?

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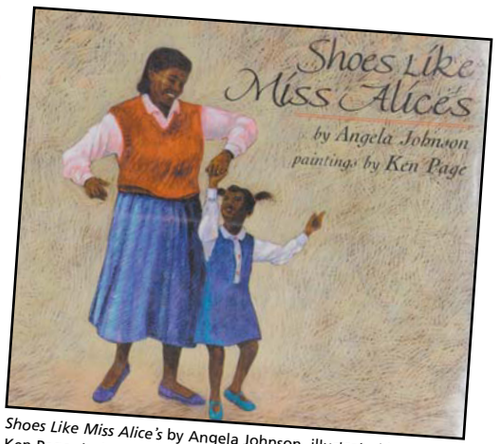
# Writing a Book Report

Nicole wrote a **book report**.

Listen to Nicole's book report and what W.R. said about it.




*Shoes Like Miss Alice's* by Angela Johnson, illustrated by Ken Page. Jacket illustration copyright ©1995 by Ken Page. Reprinted by permission of Orchard Books, New York. All rights reserved.

The title is the name of the book.

The author is the person who wrote the book.

Good! You told what happened in the book.

You told how you feel about the book.

Title Shoes Like Miss Alice's

Author Angela Johnson

This book is about Miss Alice and how she takes care of Sara. They dance together. They eat together. Miss Alice and Sara go for a walk.

I like this book because Miss Alice is nice to Sara. Miss Alice has shoes for every different thing she does. She makes me smile.

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Name _____

# Listening As a Writer

Circle the title of the book that Nicole wrote about.

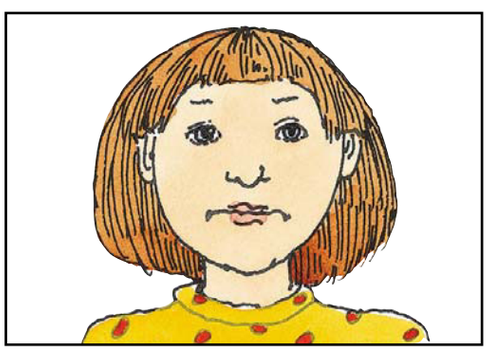
Shoes Like Miss Alice's  Lots of Shoes

Circle the name of the book's author.

Miss Alice  Angela Johnson

Circle the picture that shows what the book is about.

Circle the picture that shows how Nicole felt about the book.



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# How to Write a Book Report

Choose a book that you know and like.

Draw a character from the book.

Write the character's name.

Draw something that happens in the book.

Write a sentence about your drawing.

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Name _____

## Write your book report.

Title _____

Author _____

This book is about _____

_____.

I like this book because _____

_____.

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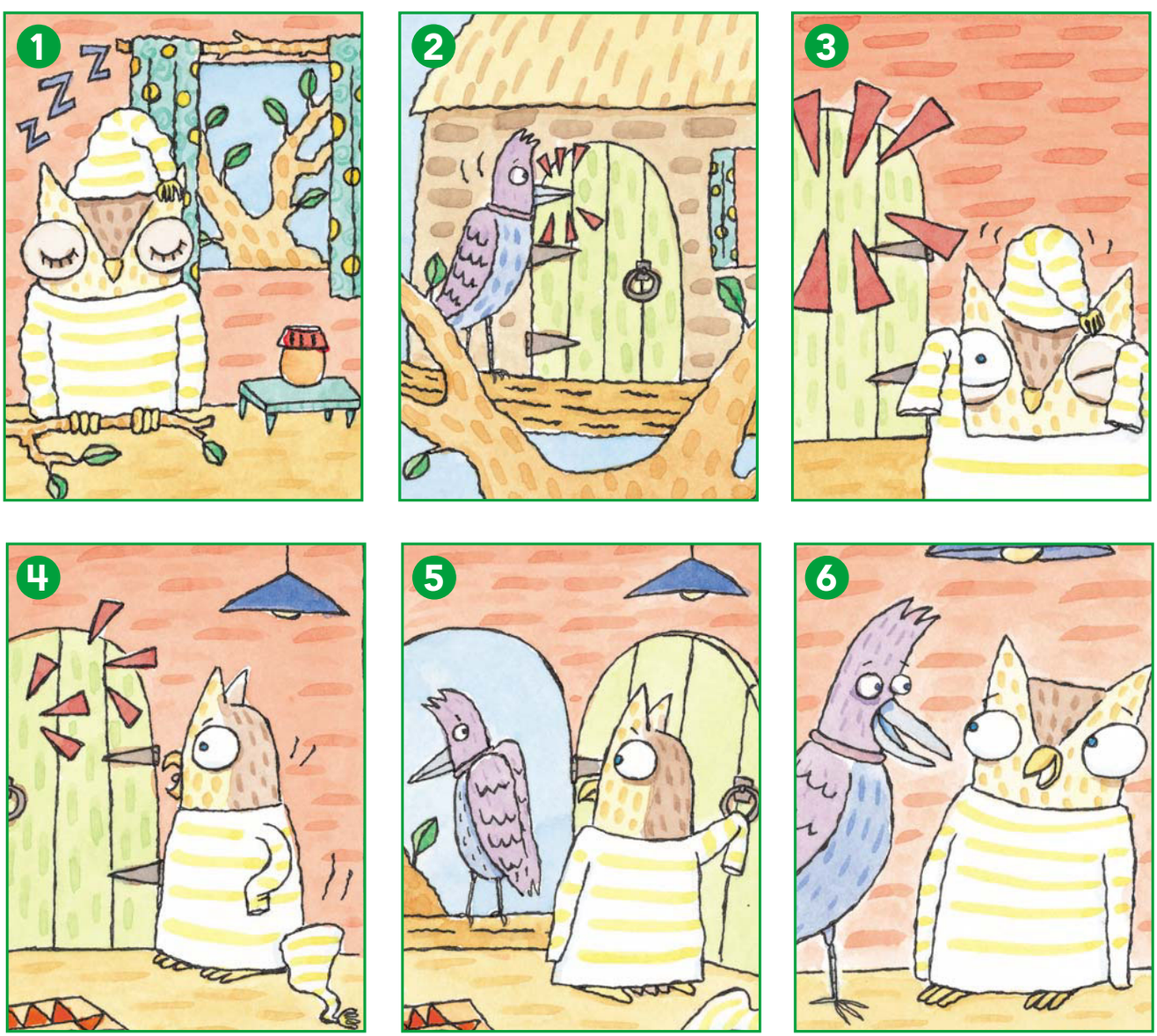
# Viewing Story Pictures

Pictures can help you understand a story.

Listen as your teacher reads the story again. Look at each picture.




What new things did you learn by looking at the pictures?

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Name _____

Listen to these tips.

## Tips for Viewing Story Pictures

- Listen to the words of the story.
- Look at the pictures.
- Think about new things that the pictures show you.

## Apply It

Listen to a new story that your teacher reads.

Draw two pictures for the story.

Share and talk about your pictures.

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# Adjectives

The furry lion roars at the tiny butterfly.

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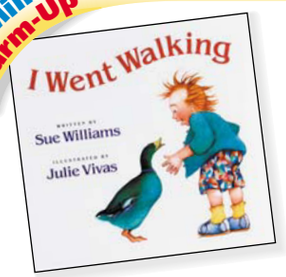
Name _____

Grammar

# 1 Adjectives: How Things Look

One-Minute Warm-Up




Read the sentence. Say the word that tells about the horse.

I saw a brown horse looking at me.

—from I Went Walking, by Sue Williams

Some words tell how things look. These words are called **adjectives**.

**The big cow moos.**
**The yellow sun shines.**
**A round pig eats.**
**I picked three flowers.**

## Try It Out • Think, Speak, Write

Say each sentence below. Name the adjective.

Draw a line under each adjective. Then write those adjectives.

**1.** The two frogs sit.

two

**2.** A spotted dog looks.

**3.** A little bee flies by.

**4.** The fat cat purrs.

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## On Your Own

**1–4.** Read Lee's news story. Circle three more adjectives.

### Pet Show

The first grade class had a pet show on Friday.

**1.** Ben brought a tan bunny.

**2.** Nina brought four turtles.

**3.** Cam brought a long snake.

**4.** Jen brought a little mouse.

Now write the adjectives you circled.

1. tan
2. _____
3. _____
4. _____

## Think and Write

Finish this sentence. Write an adjective that tells how the hamster looks.

5. Greg brought a _____ hamster.

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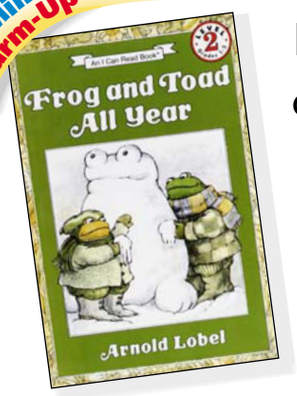
Name _____

Grammar

# 2 Adjectives: Taste and Smell

One-Minute Warm-Up




Read the sentences. Say the words that tell about the ice cream.

"I wish we had some sweet, cold ice cream," said Frog.

"What a good idea," said Toad.

—from "Ice Cream" in Frog and Toad All Year, by Arnold Lobel

Some **adjectives** tell how things taste or smell.

**The nuts taste salty.** **The flower smells sweet.**

## Try It Out • Think, Speak, Write

Say each sentence below. Name the adjective.

Draw a line under each adjective. Then write those adjectives.

**1.** The air smells fresh.

fresh

**2.** I like sour pickles.

**3.** The ham tastes spicy.

**4.** I want a sweet apple.

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## On Your Own

**1–4.** Read Mandy's recipe. Circle three more adjectives.

### Silly Stew

1. First, I put salty chips in a pot.
2. Next, I add sweet jelly.
3. Last, I mix in sour milk.
4. My stew smells fishy!

Now write the adjectives you circled.

1. salty
2. _____
3. _____
4. _____

## Think and Write

Write an adjective to finish each sentence.

5. This stew tastes _____.
6. That cake smells _____.

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Name _____

Grammar

# 3 Adjectives: Sound and Texture

One-Minute Warm-Up

Tap your feet. What words can you use to tell how the tapping sounds? Now touch your desk. What words can you use to tell how the desk feels?

Some **adjectives** tell how things sound or feel.

**The dog has a loud bark.** **The ice is cold.**

## Try It Out • Think, Speak, Write

Say each sentence below. Name the adjective.

Draw a line under each adjective. Then write those adjectives.

**1.** Pam has wet boots.

wet

**2.** Mom has dry socks.

**3.** Her voice is soft.

**4.** Pam wants hot soup.

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## On Your Own

**1–4.** Read this travel ad. Circle three more adjectives.

### Come to Cove Beach

The days are warm.

The nights are cool.

You can walk on the soft sand.

You can sail on the smooth sea.

Now write the adjectives you circled.

1. warm
2. _____
3. _____
4. _____

## Think and Write

Write an adjective to finish each sentence.

5. The wind feels _____ on my face.
6. The bell sounds _____.

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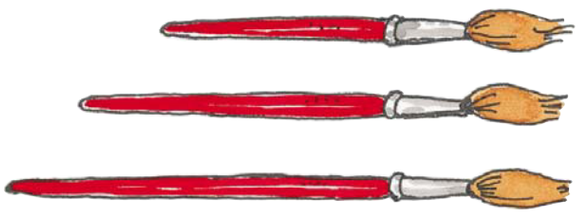
Name _____

Grammar / Usage

# 4 Adjectives with er and est

**One-Minute Warm-Up**

Look at the brushes. Say sentences that tell how the brushes are different.



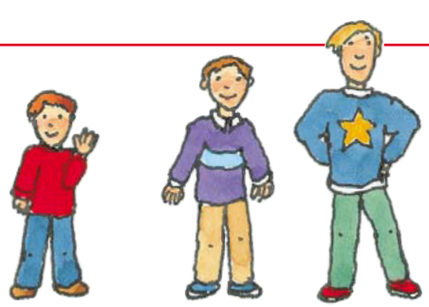
Add **er** to **adjectives** to compare two.
Add **est** to compare more than two.

| small | smaller | smallest |
|---|---|---|
| | | |

## Try It Out • Think, Speak, Write

Finish each sentence. Use the adjectives from the Word Box.

Now write the adjectives.



Tim Max Fred

| Word Box |
|---|
| tallest |
| tall |
| taller |

1. Tim is tall.
2. Max is _____ than Tim.
3. Fred is the _____ of all.

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## On Your Own

**1–3.** Proofread Amy's letter. Fix two more mistakes in using **er** and **est**.

Now write the letter correctly.

### Proofreading

Dear Pen Pal,

I have a sister and a brother. I am the oldest ~~older~~ child in my family. Pete is oldest than Beth. He is a fast runner. I am the faster of all.

Your friend,
Amy

## Think and Write

Finish each sentence. Use an adjective that ends with **er** or **est**.

**4.** Amy is _____ than Pete.

**5.** Amy is the _____ one of all.

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Name

Revising Strategies

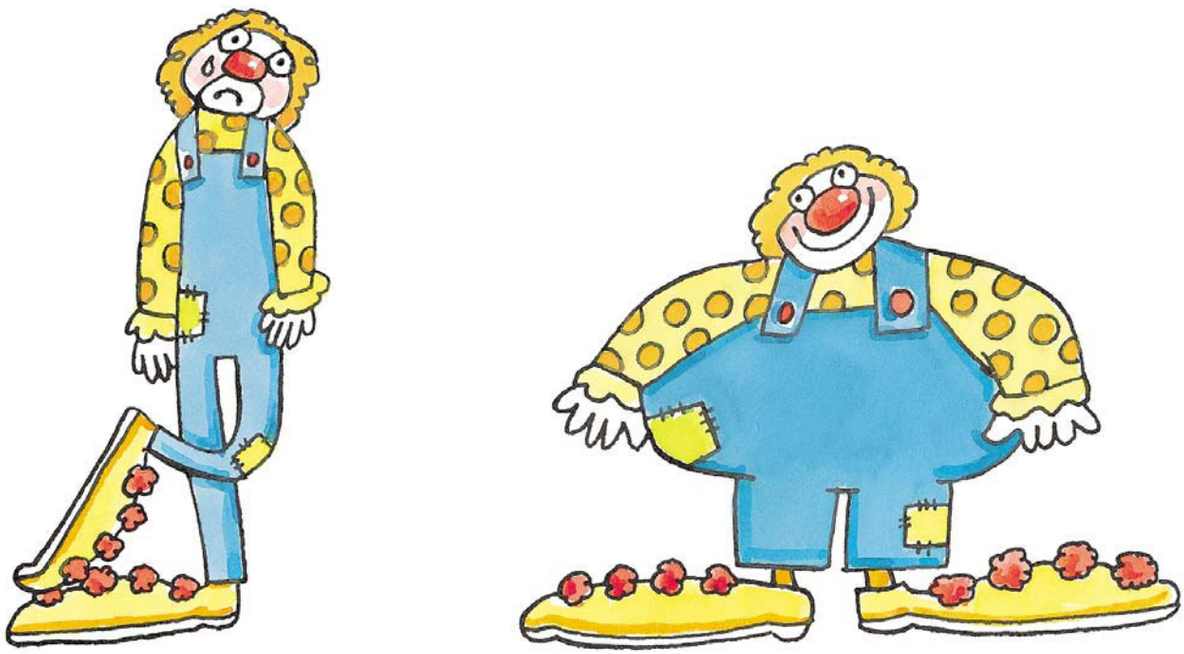
Vocabulary

# Opposites

**Look, Listen, Talk**

**Opposites** are words like **happy** and **sad**.

One clown is **happy**.
One clown is not happy. One clown is **sad**.



Look at the picture. Tell two other ways the clowns are different. Use opposites.

Act out each pair of opposites. Have your classmates guess which pair you are acting out.

**smile** and **frown**

**sit** and **stand**

**cry** and **laugh**

**fast** and **slow**

**open** and **close**

**yes** and **no**

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## Apply It

Write the word from the Word Box that is the opposite of the underlined word.

| hard | cold | big | down |
|---|---|---|---|

1.

The soup is hot.

The drink is cold.

2.

This dog is little.

This dog is _____.

3.

A pillow is soft.

A rock is _____.

4.

The boy goes up the stairs.

The girl goes _____ the stairs.

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## Checkup: Unit 7

Name _____

Draw a line under each adjective that tells how something looks. Then write the adjectives.

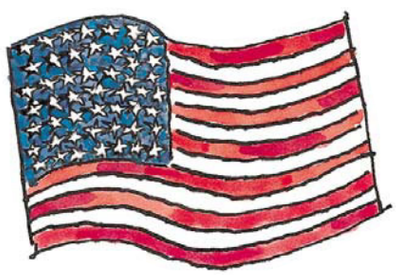
1. The fish live in a square tank. _____

2. The red fish chase each other. _____

3. A fish hides by a tall plant. _____

4. Two snails are in the tank. _____

Circle three adjectives in the Word Box that name the colors in this flag. Then write those adjectives in the sentence.



| pink | red | blue | black | white | green |
|---|---|---|---|---|---|

5–7. The flag is _____,

_____, and _____.

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## Checkup: Unit 7

Write each sentence. Then draw a line under the adjective that tells how something tastes or smells.

**8.** The corn tastes sweet.

**9.** The fire smells smoky.

Draw a line under each adjective that tells how something feels or sounds. Then write the adjectives.

**10.** The music is loud.

**11.** Ed sits on a hard chair.

**12.** A cat sleeps on a soft pillow.

**13.** Ed hears a buzzing sound.

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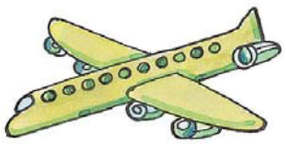
## Checkup: Unit 7

Name _____

Write the adjective **fast**, **faster**, or **fastest** to finish each sentence.



**14.** A bike is _____.

**15.** A car is _____ than a bike.

**16.** A plane is the _____ way to go.

## Mixed Review 17–20.

Read Anna's diary page. Circle the adjective that finishes each sentence.

What was in the (big loud) box?

A (gray salty) cat was inside.

This cat is (smallest smaller) than my cat.

This cat has (sweet thick) fur.

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# Unit 1: The Sentence

Circle the naming part in each sentence.
Draw a line under each action part.

1. The children play in the snow.
2. The girl sits.
3. Mom pulls the sled.

Write the two telling sentences.

| | |
|---|---|
| Who has a pet? | Meg has a cat. |
| The cat purrs. | Is it a good pet? |

4. _____

5. _____

Write each sentence correctly.

6. where is the show

_____

7. the twins will sing

_____

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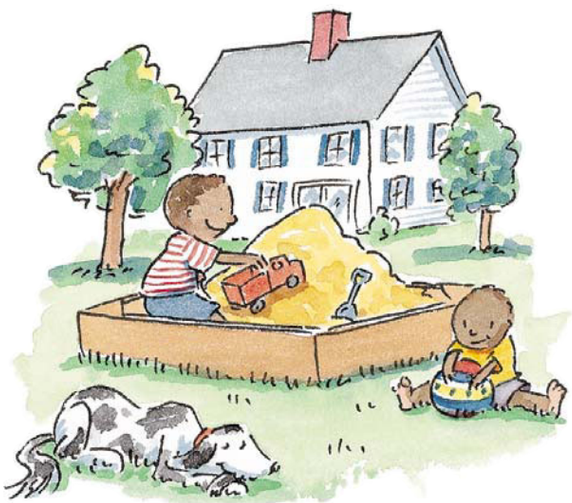
Cumulative Review

Name _____

# Unit 3: Nouns and Pronouns

Draw a line under the two nouns in each sentence.



8. A dog sleeps in the yard.
9. The baby has a ball.
10. A boy digs in the sand.
11. Will the truck go up the hill?

Write the noun that belongs in each sentence.

| cat |
| --- |
| cats |

12. A _____ drinks milk.

| dog |
| --- |
| dogs |

13. Two _____ tug on a rope.

Write each special noun correctly.

14. I live on west road. _____
15. I go to elm park. _____
16. Where does beth live? _____

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Circle the pronoun that takes the place of the underlined word or words.

17. A woman brings the mail. He She
18. Dad takes the letter. It He
19. The letter is for me. She It

## Unit 5: Verbs

Circle the correct verbs.

20. Last week Craig (paints painted) a race poster.
21. Today Ben and Cora (run runs) in the race.
22. Cora (wins win) the race.
23. She (get gets) a prize.
24. Her friends (claps clap).

Write the correct verb to finish each sentence.

25. is / are — The ants _____ tiny.
26. is / are — A bug _____ on the flower.
27. was / were — Baby birds _____ in the nest.

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Cumulative Review

Name _____

# Unit 7: Adjectives

Write the contractions.

**28.** is not _____

**29.** do not _____

Draw a line under each adjective.
Then write the adjectives.

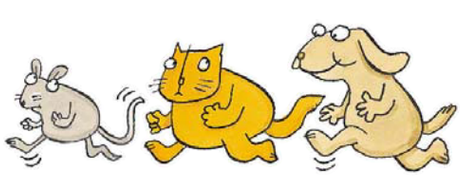
**30.** The cows sleep in a red barn. _____

**31.** Jon walks in the wet grass. _____

**32.** He smells sweet flowers. _____

**33.** Amy eats a crisp apple. _____

Circle the correct adjectives.



**34.** The dog is (small  smaller).

**35.** The cat is (smaller  smallest) than the dog.

**36.** The mouse is the (smaller  smallest) of all.

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# Writing a Description

## This unit also includes:

### Special Focus on Expressing

**Writing a Poem**
Page 210

### Communication Links

**Listening to Poems**
Page 208

**Giving a Talk**
Page 214

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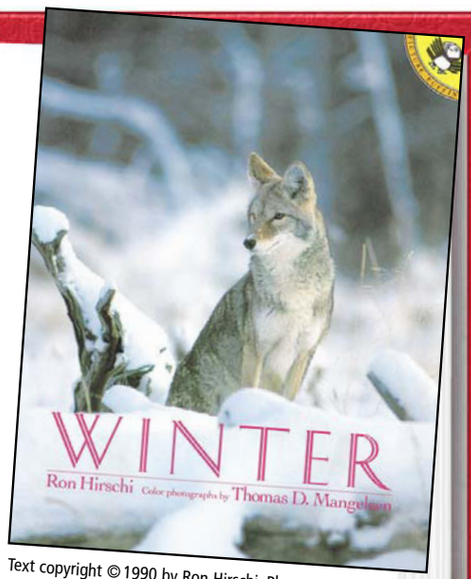
Name _____

## Listening to a Description

In this description, what words does the writer use to help you see, hear, and feel winter?

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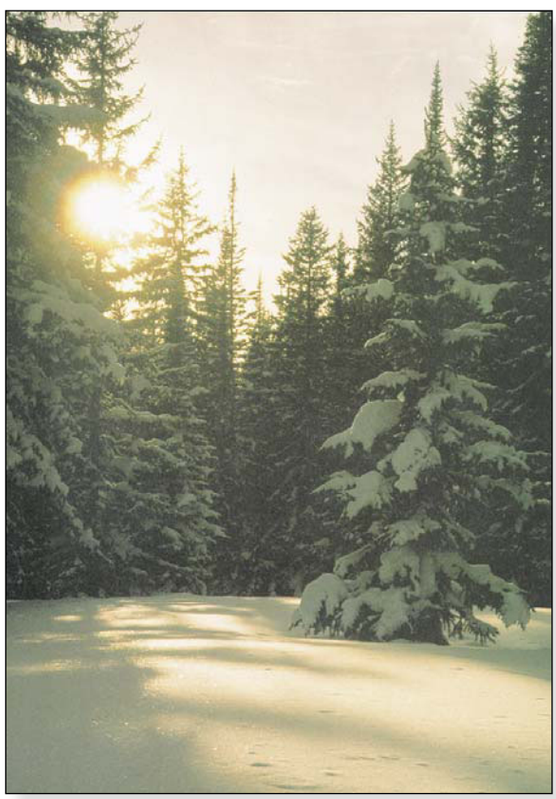
# A Winter Day

from Winter, by Ron Hirschi

Winter is
an icy morning
when all is calm.
All is silent
beneath the deep snow,
inside the marmot's burrow,
and inside the bear's
snug den.



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Black-capped chickadee

Outside,
the icy branches glisten
while chickadees
search for beetles,
spiders, and caterpillars
that hide in
their cocoons.

This is the season
for ptarmigan
to hide in feathers
of white,
for deer to leap through
the crunching snow,
and for geese to wander
far to the south.

Willow ptarmigan

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Name _____

# Reading As a Writer

## Think About the Description

Circle two words the writer used to help you see or feel winter.

icy den calm bear

Circle the word the writer used to help you hear the sound of deer on the snow.

calm crunching snug

Write the word from page 192 that tells what the icy tree branches do. _____

## Responding

Draw what winter is like where you live.

Write words that tell what winter looks, sounds, feels, tastes, or smells like where you live.

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# What Makes a Great Description?

A **description** tells how something looks, sounds, smells, tastes, and feels.

When you write a description, remember to do these things.

- Write about one place or thing.
- Begin with a topic sentence that names what you will describe.
- Use words that tell how your topic looks, sounds, smells, tastes, and feels.

**GRAMMAR CHECK**

- Add **er** to most adjectives to compare two things.
- Add **est** to most adjectives to compare more than two things.

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Name

Student Model

# FINAL COPY

Jhogel Florentino

Listen to Jhogel's description and what W.R. said about it.

The Beach
by Jhogel Florentino

I like to go to the beach in the summer. The sun is so bright that I wear sunglasses. It seems brighter than at home. Birds make music. The sand feels hot on my feet. The water is as cold as ice cubes. It tastes salty. I really like going to the beach.

You name the place you are writing about in your first sentence. Good!

Comparing the water to ice cubes lets me know how cold it feels. Brrr!

## Reading As a Writer

Talk with your classmates.

- Which words did Jhogel use to tell how things looked, felt, or tasted?
- What did he mean when he wrote that the birds make music?

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See www.eduplace.com/kids/hme/ for more examples of student writing.

# Write a Description

## Choose Your Topic

Draw a thing and a place that you can describe well.

**thing**

**place**

Talk about your drawings. Which one can you describe better?

Finish these sentences.

I will describe _____.

I will write my paper for _____ to read.

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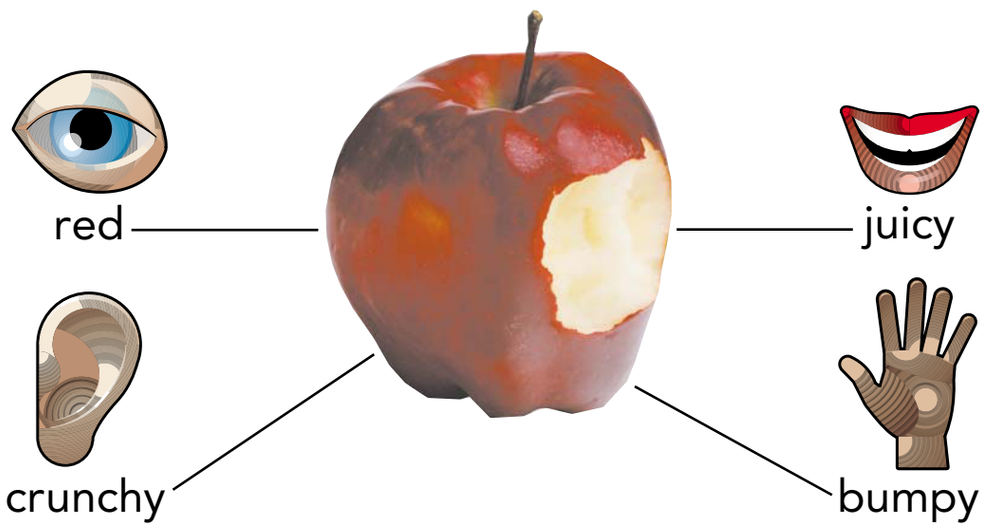
Name _____

Focus Skill

# Using Your Senses

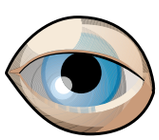
You use your **senses** to see, hear, smell, taste, and feel things. Some words describe what you learn when you use your senses.




## Try It Together

Think about this dog. Say words that tell how it looks, feels, sounds, and smells.

Write your words next to the pictures below.



_____
_____
_____

_____
_____
_____

_____
_____
_____

_____
_____
_____

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# Explore and Plan Your Description

Think about your topic. Say words that tell how it looks, sounds, smells, tastes, and feels.

Write words that describe your topic.

## Five Senses Chart

My topic is _____.

| | | |
|---|---|---|
| | See | |
| | Hear | |
| | Smell | |
| | Taste | |
| | Touch | |

Number your details in the order you want to write about them.

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See www.eduplace.com/kids/hme/ for graphic organizers.

Name _____

Focus Skill

# Topic Sentences

A **topic sentence** tells what you are writing about. What is the topic of Jhogel's description?

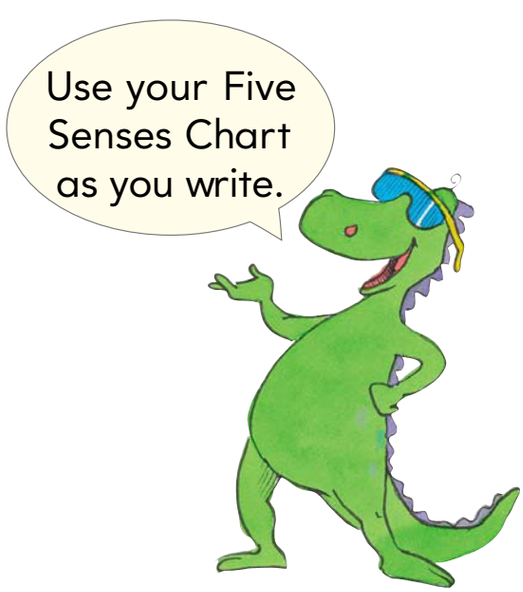
I like to go to the beach in the summer.

## Try It Together

Think about the pictures. Say two topic sentences for each one.

## Write Your Description

Write a topic sentence for your description. Then write the rest of your paper.

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# How Good Is Your Description?

Color the star beside each sentence that tells about your writing.

- I wrote about one place or thing.
- My topic sentence names what I described.
- I used words that tell how my topic looks, sounds, smells, tastes, or feels.
- I used what I have learned about capital letters, end marks, spelling, and using words correctly.

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Name _____

# Revise Your Description

What changes did Jhogel make? Why?

The sun is so bright that I wear sunglasses. Birds make ~~noises.~~ music It seems brighter than at home. The sand ~~is~~ feels hot. on my feet

Use words from the box and a ^ to add words and change two words. Move a sentence that is out of order.

| | |
|---|---|
| glows | on the sides |

My sneakers have blue and purple stripes. A silver patch shows up in the dark. The laces are purple too.

Have a writing conference. See page 202.

Make changes to your writing. Can you color all the stars on page 200 now?

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# Having a Writing Conference

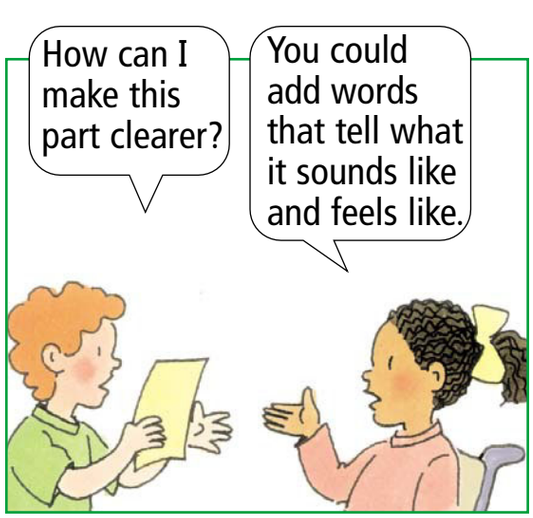
What are these children saying and doing?

After you listen to a classmate's writing, first tell what you liked about it.

1

2

3




4

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Name _____

# Proofread Your Description

What do you look for and do when you proofread? How can you use the Proofreading Checklist and Proofreading Marks to help you?

## Proofreading Checklist

- ☐ capital letters
- ☐ end marks
- ☐ spelling

Mark each box on the checklist as you proofread your writing.

## Proofreading Marks

take out

capital letter

Practice proofreading on page 204 before you proofread your own writing.

Proofread your description. Use the Proofreading Checklist and Proofreading Marks.

- Add **er** to most adjectives to compare two things.
- Add **est** to most adjectives to compare more than two things.

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# Proofreading Practice

How did the writer fix these mistakes?

is this book ~~newest~~ newer than that one.? ?

Find two mistakes in each sentence. Use proofreading marks to fix them.

Fix mistakes with capital letters, end marks, spelling, and using words.

1. Grapes ar a good snack
2. I think they taste sweetest than oranges?
3. My pal jeff. Likes bananas better.

Find seven mistakes. Use proofreading marks to fix them.

popcorn is my favorite snack It smells sweetest and buttery when Dad and I cook it? popcorn crunches when I eat it. i like popcorn better thn any other snack!

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Name _____

## Publish Your Description

Make a neat final copy of your paper. Write a title.

Be sure you wrote all letters correctly and used good spacing.

Look at Ideas for Sharing on the next page. Share your writing.

## Reflect

Write what you like best about your description.

I like _____

_____.

What would you like to do the next time you write?

I want to _____.

**Tech Tip** Use the shift key to make capital letters.

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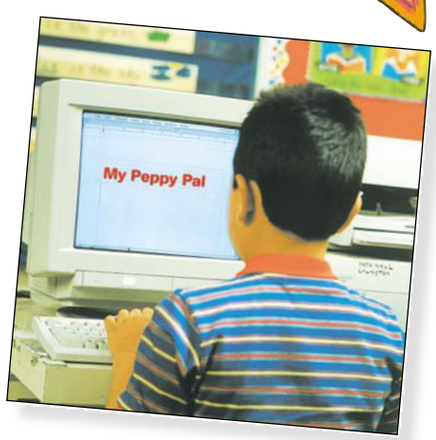
# Ideas for Sharing

## Write It

- Use a computer to write your paper. Use special lettering for the title.



## Say It

- Read your paper aloud in the Author's Chair.

## Show It

- Share your paper with your family. Have someone write nice things about it. Share what they write with your class.

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Name _____

# Writing Prompts

Use these ideas to write descriptions. Think about who will read your description.

1

## ART

Look at the people in this park. Write a description telling what they see, hear, smell, and feel.

City Park, 1992, Oil on Canvas, Anna Belle Lee Washington b. 1924, Superstock

City Park,
Anna Belle Lee Washington

2

## SOCIAL STUDIES

Write a description of your favorite food or meal. How does it look, smell, sound, and taste?

3

## SCIENCE

Write a description of a rainy day. How does it look, sound, and feel?

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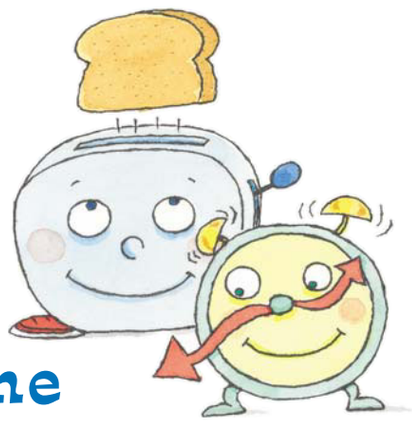
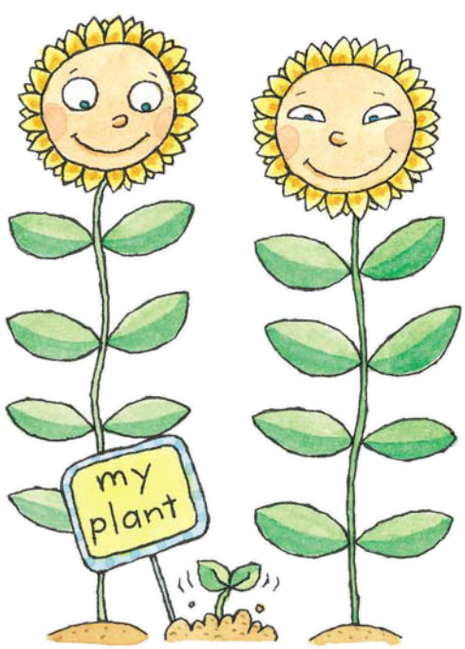
# Listening to Poems

In poems, writers use words in special ways to paint word pictures.

Listen to these poems.



## Toaster Time




Tick tick tick tick tick tick tick
Toast up a sandwich quick quick quick
Hamwich
Or jamwich
Lick lick lick!

Tick tick tick tick tick tick––stop!
POP!

Eve Merriam

from *There Is No Rhyme For Silver* by Eve Merriam. Copyright © 1962, 1990 by Eve Merriam. Used by permission of Marian Reiner.

## Tommy

I put a seed into the ground
And said, "I'll watch it grow."
I watered it and cared for it
As well as I could know.

One day I walked in my back yard,
And oh, what did I see!
My seed had popped itself right out,
Without consulting me.

Gwendolyn Brooks

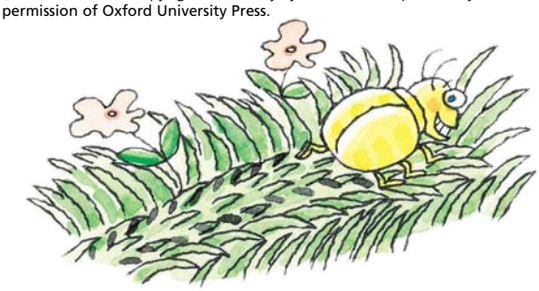
from *Bronzeville Boys and Girls* by Gwendolyn Brooks. Copyright © 1956 by Gwendolyn Brooks Blakely. Reprinted by permission of HarperCollins Publishers.

## Beetle

A little beetle passed me by,
He didn't make much fuss,
He ran around my garden
Like a tiny yellow bus.

Sylvia Gerdtz

from *Big Dipper Rides Again* edited by Epstein, Factor, McKay & Richards (O.U.P. Australia). Copyright © 1981 by Sylvia Gerdtz. Reprinted by permission of Oxford University Press.



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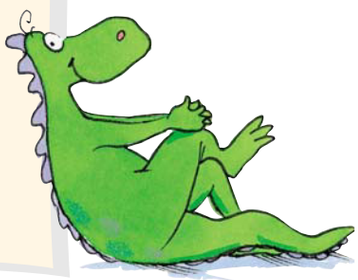
Name

What words rhyme in each poem? What other kinds of words did you hear?

Listen to these tips.

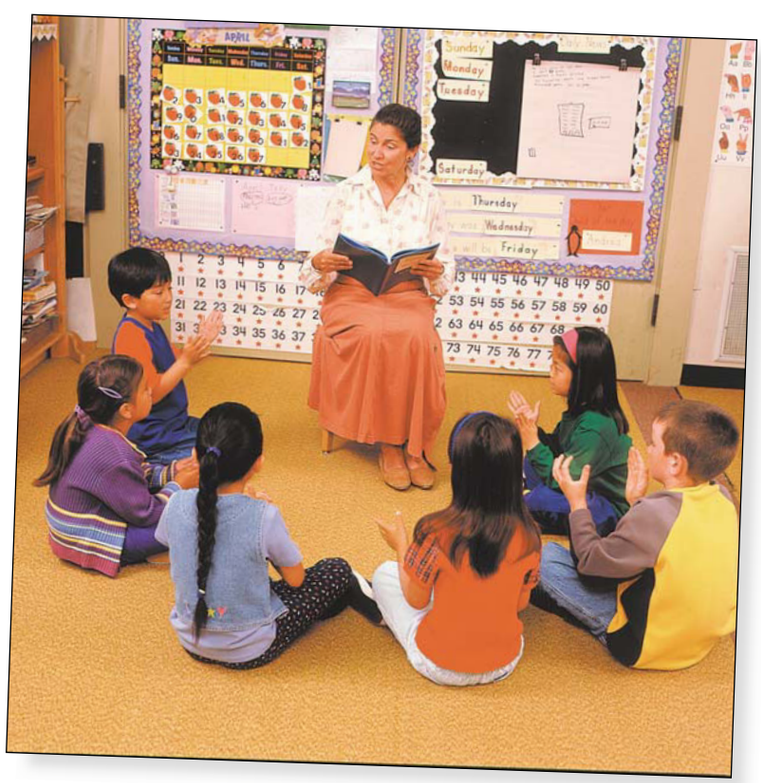
## Tips for Listening to a Poem

- Listen carefully to the words.
- Listen for sounds that the words make.
- Think about what the poem is about.
- Make pictures in your mind.



## Apply It

Now listen to some new poems that your teacher will read. Clap out the beat in each poem.




What rhyming words and sound words did you hear? Which words did you hear more than once?

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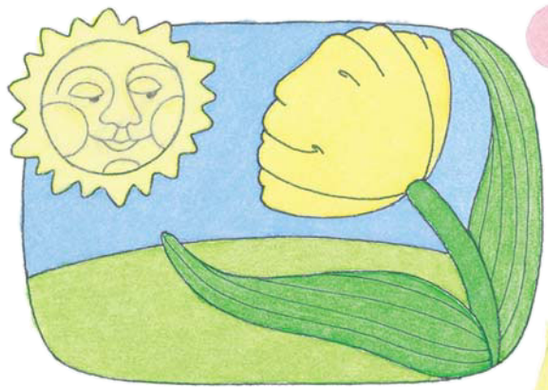
# Writing a Poem

In a **poem**, you can write about a person, a place, or a thing. You can tell what your topic is like or how you feel about it.

Listen to these poems.



## The Crocus

The golden crocus reaches up
To catch a sunbeam in her cup.

Walter Crane

## Smile

It takes a lot of work to frown.
It's easier to smile—
Just take the corners of your mouth
And stretch them for a mile.

Douglas Florian

from *Bing Bang Boing* by Douglas Florian. Copyright © 1994 by Douglas Florian. Reprinted with permission of Harcourt, Inc.

## First Snow

Snow makes whiteness where it falls.
The bushes look like popcorn-balls.
The places where I always play
Look like somewhere else today.

Marie Louise Allen

from *A Pocketful of Poems* by Mary Louise Allen. Copyright© 1939 by Harper & Row, Publishers, Inc. Used by permission of HarperCollins Publishers.

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Name _____

## Reading As a Writer

Circle the word that tells the color of the crocus.

white blue golden

Write words from the poems that rhyme with each of these words.

up _____ smile _____

play _____

What do the bushes look like in "First Snow"?

_____

_____

_____

## How to Write a Poem

Draw what you will write about in your poem.

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Think about your drawing. Fill in the chart.

## Five Senses Chart

My topic is _____.

**See**

**Hear**

**Smell**

**Taste**

**Touch**

Talk about and write sound words and rhyming words for your poem.

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Name _____

Look at Ed's chart and word list. Which words did he use in his poem?

**My topic is**

feeding the cat.

**See**

round bowl

**Hear**

loud meow

**Smell**

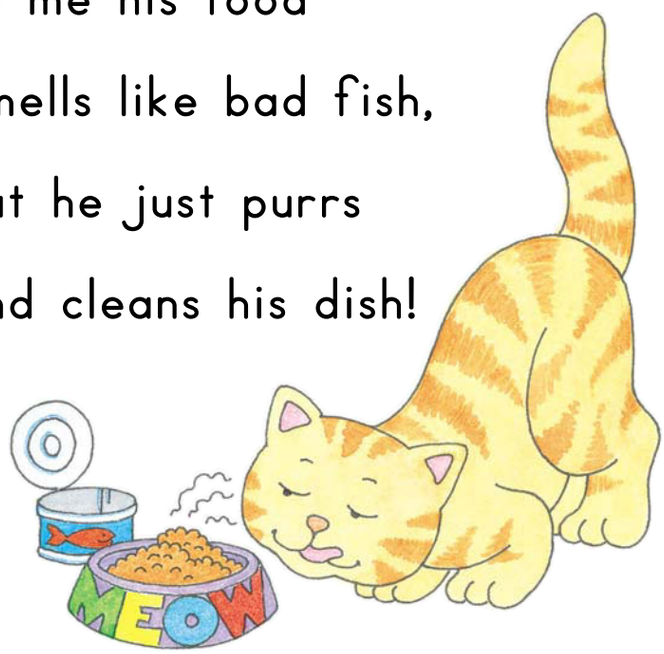
fishy food

splat purr

fish dish

## Feeding the Cat

When I feed my furry cat,
I fill his round bowl
With a great big splat.
To me his food
Smells like bad fish,
But he just purrs
And cleans his dish!




Write your poem. Use words from page 212.

Talk about your poem with a classmate.

Make changes to your poem and proofread it. Use the Proofreading Checklist and Proofreading Marks on page 203.

Make a neat copy of your poem and share it.

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# Giving a Talk

Amy gave a talk to some classmates.

Look at this picture. Tell what you see.

What do you think Amy talked about? What did she do as she talked?

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Name _____

Listen to these tips.

## Tips for Giving a Talk

- Look at your listeners.
- Use your face and hands.
- Speak clearly. Be sure everyone can see and hear you.
- Be sure everyone can see what you are showing.

## Apply It

Write a topic that you will talk about.

_____

_____

_____

Draw a picture that you can show as you talk.

Draw yourself using the tips to give a talk.

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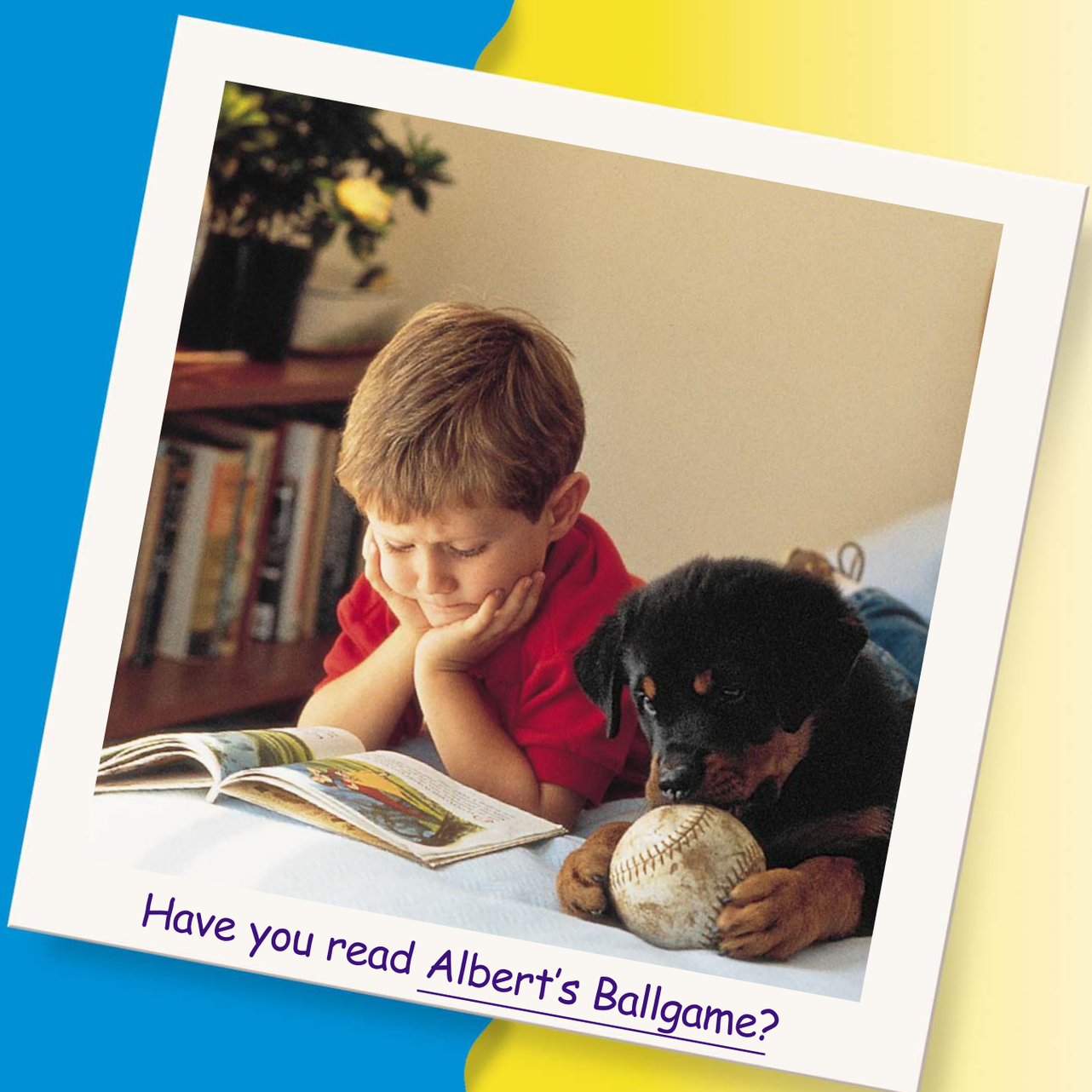
# More Capitalization and Punctuation

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Name _____

Grammar / Mechanics

# 1 Writing Correct Sentences

One-Minute Warm-Up

How does this sentence begin and end?

The string broke, and the kite got away.

—from The Kite, by Alma Flor Ada

Every sentence begins with a **capital letter**. A telling sentence ends with a **period**. A question ends with a **question mark**.

**The girl has a kite.** **Do you have a kite?**

## Try It Out • Think, Speak, Write

Tell how to make each sentence below correct.

Now write the sentences correctly.

**1.** she made a kite

She made a kite.

**2.** it is pretty

**3.** will it fly

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## On Your Own

**1–5.** Proofread Mark's riddle. Fix two more mistakes with capital letters and two mistakes with end marks. Then answer the riddle.

Now write the riddle correctly.

## Proofreading

### Riddle Time

~~you~~ You can see it in the sky.

it can fly. It does not have wings?

It has a long tail.

what is it.

kite

## Think and Write

Write a sentence about a toy you like.

6. _____

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Name _____

Grammar / Mechanics

# 2 Exclamations

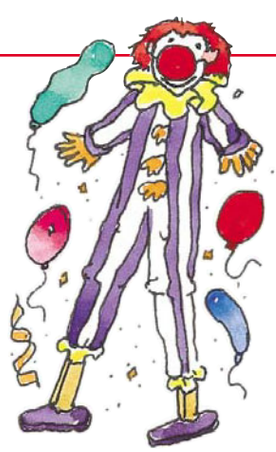
One-Minute Warm-Up

What do you think the boy might say? How would he say it?

An **exclamation** is a sentence that shows a strong feeling. It begins with a **capital letter**. It ends with an **exclamation point**.

**The clown is very funny!** **His tricks are great!**

## Try It Out • Think, Speak, Write



Tell how to make each exclamation below correct.

Now write the sentences correctly.

**1.** that clown is so tall

That clown is so tall!

**2.** he is very silly

**3.** this party is fun

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## On Your Own

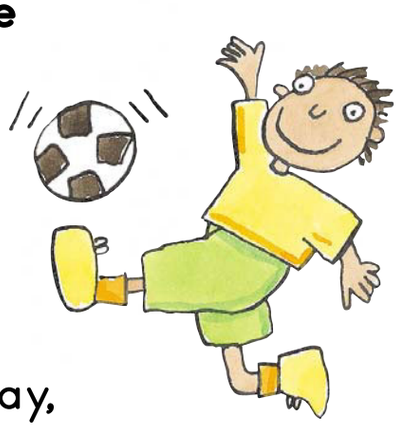
**1–5.** Proofread Rico's sports story.
Fix two more mistakes with capital letters.
Fix two sentences that need exclamation points.

Now write the story correctly.

## Proofreading

### A Great Soccer Game

Both
~~both~~ teams played hard.



The score was tied.

who would score next? Hooray,

my team got a goal. We won!

it was a great game?

## Think and Write

Write a sentence about a game you have played. Make the sentence an exclamation.

6. _____

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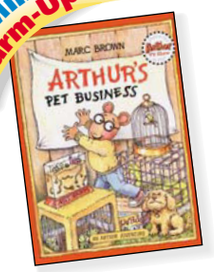
Name _____

Grammar / Mechanics

# 3 Titles for People

One-Minute Warm-Up




Read the sentence. Which name has a title before it?

The next morning, Arthur ran all the way to Mrs. Wood's house.

—from Arthur's Pet Business, by Marc Brown

A **title** may be used before a person's name. A title begins with a **capital letter** and usually ends with a **period**.

**Mr. Smith** **Mrs. Rose** **Ms. Lopez**
**Miss Lee** **Dr. Jones**

## Try It Out • Think, Speak, Write

Say each title below. Tell how to make each title correct.

Now write the titles and names correctly.

1. dr Tate Dr. Tate

2. mr Green _____

3. miss Long _____

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## On Your Own

**1–5.** Proofread this list. Fix four more mistakes with titles of people.

Now write the titles and names correctly.

### Proofreading

**Career Day**

| Time | Name | Job |
|---|---|---|
| 9:00 | ~~mr.~~ Mr. Beck | firefighter |
| 10:00 | Ms. Ling | nurse |
| 11:00 | dr Dan | vet |
| 1:00 | Miss. Small | author |
| 2:00 | Mrs Brown | artist |

## Think and Write

Write a sentence about your doctor or dentist. Use his or her title.

6. _____

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Name _____

Grammar / Mechanics

# 4 Book Titles

One-Minute Warm-Up

Read the sentence. What is the title of the library book?

I went to the library and took out a book for me and Enzo called Training Your Pet.

—from Enzo the Wonderfish, by Cathy Wilcox

The first, last, and each important word in a **book title** begins with a **capital letter**. A book title is **underlined**.

**I read Sheep in a Jeep.**

## Try It Out • Think, Speak, Write

Say each book title below. Tell how to make each title correct.

Now write each book title correctly.

1. tea with milk Tea with Milk

2. the snowy day _____

3. caps for sale _____

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## On Your Own

**1–5.** Proofread Matt's book list. Fix four more mistakes with book titles.

Now write the book titles correctly.

### Proofreading

**My Favorite Books**

1. ~~green~~ Green Eggs and Ham
2. The Lion and the mouse
3. The Sleeping Pig
4. The Little House
5. a letter for Amy

### Think and Write

Finish this sentence. Write the name of your favorite book.

6. My favorite book is _____

_____

_____

_____.

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Name _____

Grammar / Mechanics

# 5 Days of the Week

One-Minute Warm-Up

Join the pictures and words to make days of the week.

+ day

+ + day

There are seven days in a week. The name of each **day** begins with a **capital letter**.

| | | | |
|---|---|---|---|
| **S**unday | **M**onday | **T**uesday | **W**ednesday |
| **T**hursday | **F**riday | **S**aturday | |

## Try It Out • Think, Speak, Write

Say each sentence below. Name the day. Then tell how to make each day correct.

Draw a line under each day. Then write the days correctly.

1. We paint on monday. Monday

2. On tuesday we sing. _____

3. I feed Fuzz on friday. _____

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## On Your Own

**1–5.** Proofread Amanda's chart. Fix four more mistakes with capital letters.

Now write the days correctly.

## Proofreading

### My Jobs for the Week

| | |
|---|---|
| ~~monday~~ Monday | I will set the table. |
| Tuesday | I will make my bed. |
| wednesday | I will clean the pet cage. |
| thursday | I will clear the dishes. |
| Friday | I will make a card for Jess. |
| saturday | I will rake leaves. |
| sunday | I will walk with Grandma. |

## Think and Write

Write a sentence about your favorite day of the week. Tell why you like it.

6. _____

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Name _____

Grammar / Mechanics

# 6 Months of the Year

**One-Minute Warm-Up**

In which months do you go to school? In which months don't you go to school?

There are twelve months in a year. The name of each **month** begins with a **capital letter**.

| | | | |
|---|---|---|---|
| January | February | March | April |
| May | June | July | August |
| September | October | November | December |

## Try It Out • Think, Speak, Write

Say the name of each month below. Tell how to make each month correct.

Now write the months correctly.

1. june June
2. march _____
3. may _____
4. august _____

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## On Your Own

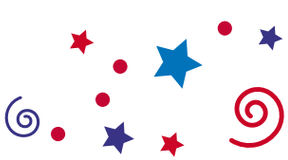
**1–3.** Proofread this class bulletin board. Fix two more mistakes with capital letters.

Now write the sentences correctly.

### Proofreading

We go sledding
January
in ~~january.~~

In april we like to
walk in the rain.



We see fireworks
in July.

In october we
pick pumpkins.

## Think and Write

Write a sentence about your favorite month. Tell why it is special.

4. _____

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Name _____

Grammar / Mechanics

# 7 Holidays

One-Minute Warm-Up

Look at the people in the picture. Name the holiday.

Holidays are special days. The name of each **holiday** begins with a **capital letter**.

**My mom gets flowers on Mother's Day.**

## Try It Out • Think, Speak, Write

Say the name of each holiday below. Tell how to make each holiday correct.

Now write the holidays correctly.

1. valentine's day Valentine's Day
2. new year's day _____
3. earth day _____
4. flag day _____

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## On Your Own

**1–5.** Proofread Cary's story. Fix three more mistakes with capital letters.

Now write the story correctly.

## Proofreading

### My Favorite Holidays

Holidays are always fun.
Thanksgiving Day
On ~~thanksgiving day,~~ my family
eats a big meal. We hike
with my dad on Father's Day.
My brother and I play little
jokes on april fools' day.

## Think and Write

Write a sentence about a holiday you like.

6. _____

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Name _____

Grammar / Mechanics

# 8 Commas in Dates

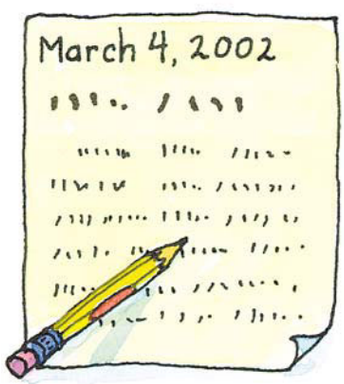
**One-Minute Warm-Up**

Read the date on the newspaper. What is the month, day, and year?

A **date** tells the month, the number of the day, and the year. A **comma** is used between the number of the day and the year.

**My sister was born on May 8, 1998.**

## Try It Out • Think, Speak, Write




Say each date below. Tell where to put the comma.

Now write the dates correctly.

**1.** March 4 2002

March 4, 2002

**2.** December 31 1999

**3.** September 11 2001

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## On Your Own

**1–4.** Proofread Ana's baby book. Fix three more mistakes with commas in dates.

Now write the dates correctly.

## Proofreading

### My Special Days

I was born on April 10, 1993.

I took my first step on June 1, 1994.

My first day of school was

August 30 1995. I rode a bike with

two wheels on July 31 1999. I lost

my first tooth on October 25 2000.

## Think and Write

Finish this sentence. Write the month, day, and year that you were born.

**5.** I was born on _____

_____

_____

_____.

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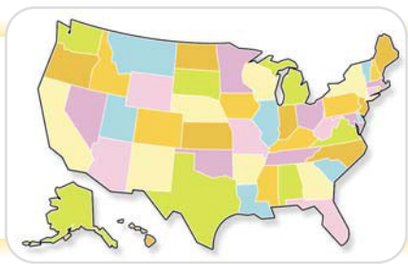
Name _____

Grammar / Mechanics

# 9 Commas with Place Names

One-Minute Warm-Up

What is the name of your state?
What city or town do you live in?



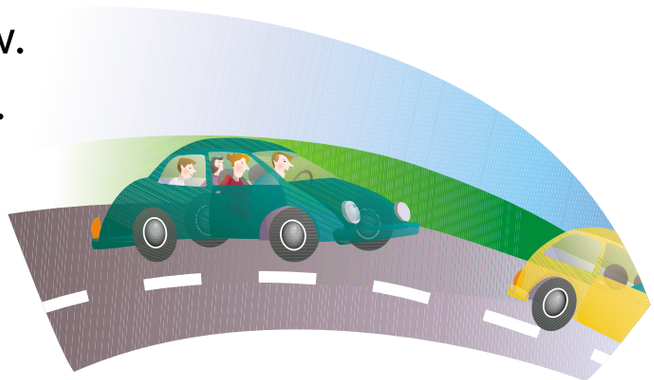
Use a **comma** between the name of a **city** or **town** and the name of a **state**.

**My grandmother lives in Tampa, Florida.**

## Try It Out • Think, Speak, Write

Say each sentence below. Tell where to put the comma.

Now write the place names correctly.



**1.** We live in Troy New York.

Troy, New York

**2.** We will visit Kent Ohio.

**3.** Our last stop will be El Paso Texas.

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## On Your Own

**1–3.** Proofread Bob's diary. Fix two more mistakes with commas in place names.

Now write the place names correctly.

### Proofreading

We left our house in Dover, Delaware yesterday. Today we saw my grandfather in Rockville, Maryland. Tomorrow we will go on rides in Hershey Pennsylvania. Finally, we will visit an animal park in Jackson New Jersey. I can't wait!

## Think and Write

Finish this sentence. Write the name of the town or city and state where you live.

**4.** I live in _____

_____

_____

_____.

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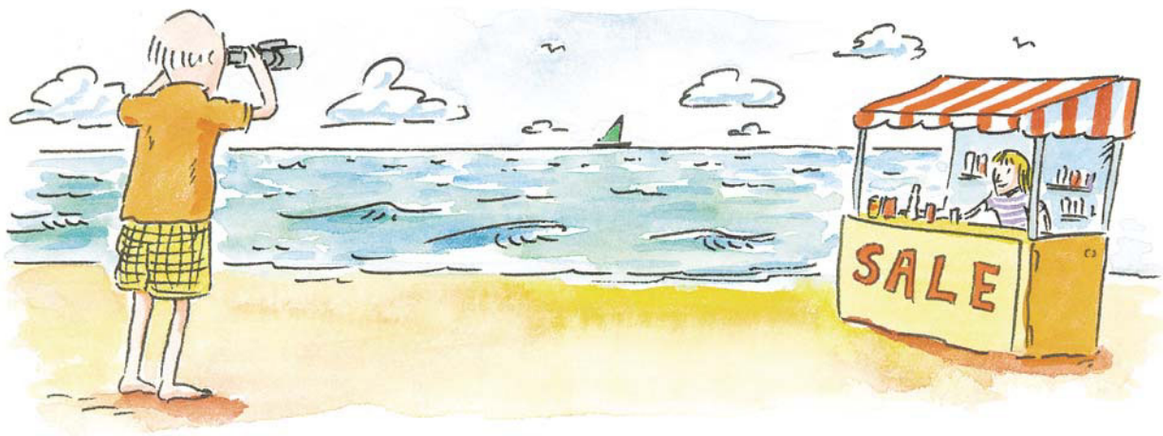
Name

Revising Strategies

Vocabulary

# Words That Sound the Same

## Look, Listen, Talk




Some words sound the same, but they are not spelled the same. They also do not mean the same.

Read these sentences about the picture. Which words sound alike?

> The boat is on the sea. The man can see the boat. The green sail is blowing. The woman is having a sale today.

Say the two words below. How are they the same? How are they different? Use each word in a sentence.

road

rode

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## Apply It

Write the word that belongs in each sentence.

1. I have one sister.

won one

2. The girl _____ the race.

---

3. The paint is _____.

blue blew

4. The wind _____ hard.

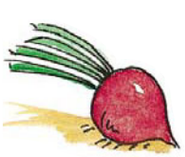
---

5. The _____ is hot.

son sun

6. Jay is my _____.

---



7. I _____ the eggs.

beet beat

8. You can eat a _____.

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## Checkup: Unit 9

Name _____

Write each sentence correctly.

1. who has lost a hat

2. kate found a hat

Write this sentence as an exclamation.

3. she loves ice cream

Draw a line under each title. Then write the titles and names correctly.

4. Is mr. Kato your soccer coach?

5. My teacher is mrs Brown.

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## Checkup: Unit 9

Write each book title correctly.

6. frog and toad _____

7. a year of birds _____

Write each special noun correctly.

8. december _____

9. labor day _____

10. tuesday _____

Write each date and place name correctly.

11. Toledo Ohio _____

12. August 2 2000 _____

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## Checkup: Unit 9

Name _____

Write each sentence correctly. Add an end mark. Write capital letters to begin some words.

**13.** is flag day in june

**14.** my birthday is on monday

## Mixed Review 15–18.

Proofread Rosie's story about herself. Fix four mistakes. Two commas are missing. Two words need a capital letter.

**Proofreading**

I was six years old on March 2 2000. In april we moved to Austin Texas. My new teacher is ms. Jones. My new school is great!

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## Unit 1: The Sentence

Circle the naming part in each sentence.
Draw a line under each action part.

1. Alex sets the table.
2. Her grandmother brings a vase.

Write each sentence correctly.

3. tim has a pet pig

4. is the pig brown

## Unit 3: Nouns and Pronouns

Circle the two nouns in each sentence.

5. The horse is in the barn.
6. The boy feeds the hens.
7. This farm sells eggs.

Write each noun to name more than one.

8. toy _____
9. hand _____

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Cumulative Review

Name _____

Write each special noun correctly.

10. My sister jen took a trip. _____

11. She went to orlando. _____

Write a pronoun from the Word Box to take the place of each underlined word or words.

| He |
| --- |
| She |
| It |

12. Dan runs. _____ runs.

13. Ann walks. _____ walks.

14. A car honks. _____ honks.

## Unit 5: Verbs

Draw a line under each verb.

15. Lee plants the seeds.

16. Soon flowers grow.

Circle the correct verb to finish each sentence.

17. Pedro (plays played) the drums last week.

18. He (plays played) the drums now.

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Circle the correct verbs.

**19.** Jack and Dana (sit  sits) in a tree fort.

**20.** The children (is  are) up high.

**21.** Jack (read  reads) a book.

**22.** Dana (eats  eat) some food.

**23.** The sun (was  were) in the sky.

**24.** Now the clouds (hide  hides) the sun.

Write a contraction for each word or words. Then match each sentence to a picture.

**25.** It _____ short.
is not

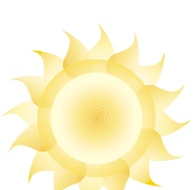
It is the tallest animal.

**26.** It _____ swim.
cannot

It can hop.

**27.** We _____ see it at night.
do not

We do see it in the day.



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Cumulative Review

Name _____

# Unit 7: Adjectives

Write the adjective from the Word Box that best finishes each sentence.

| sweet | loud | tall | gray |
|---|---|---|---|

28. Rob gives a _____ shout.

29. He sees a _____ kitten in a tree.

30. My dad gets a _____ ladder.

31. A kitten licks _____ ice cream.

Write the adjective **short**, **shorter,** or **shortest** to finish each sentence.

32. The green chair is the _____ of all.

33. The red chair is _____ than the yellow chair.

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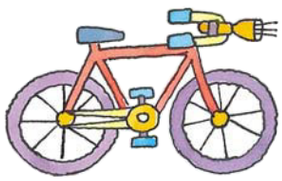
# Unit 9: More Capitalization and Punctuation

Write each sentence correctly.



**34.** do you have a bike

**35.** my bike has a horn

**36.** this is a great bike

Write the book titles correctly.

**37.** fox and bear

**38.** round robin

**39.** the happy day

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Name _____

Find the words that need capital letters. Write each sentence correctly.

**40.** On friday mrs. Smith shops.

**41.** mother's day is in may.

**42.** I read dear zoo.

Write a comma in each sentence.

**43.** Paco lives in Brownsville Texas.

**44.** His grandmother was born on October 5 1930.

**45.** I was born on August 6 1995.

**46.** I started school on September 7 2000.

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# Writing Instructions

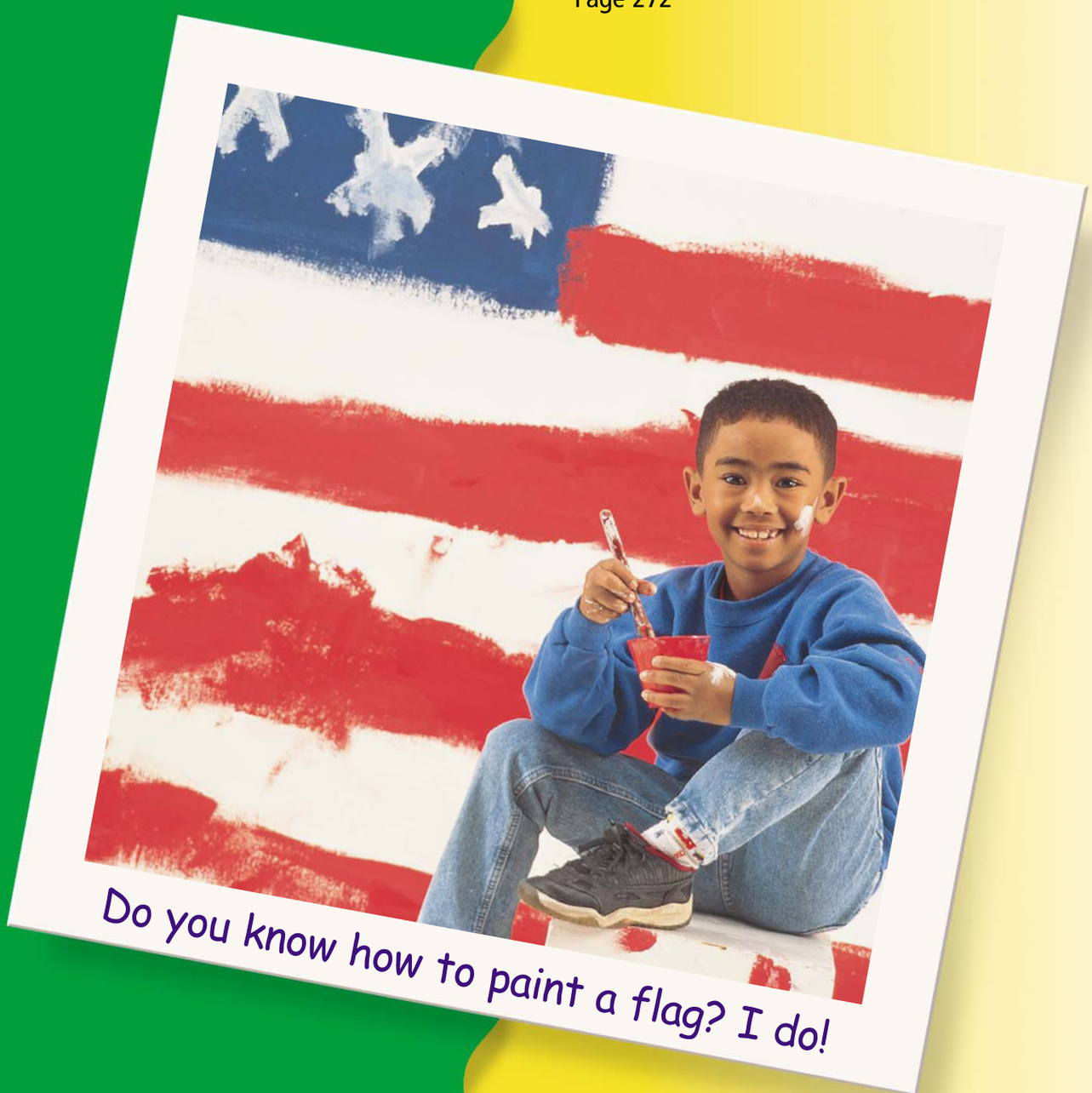
## This unit also includes:

**Communication Links**

**Giving Instructions**
Page 268

**Retelling a Spoken Message**
Page 270

**Comparing Media**
Page 272

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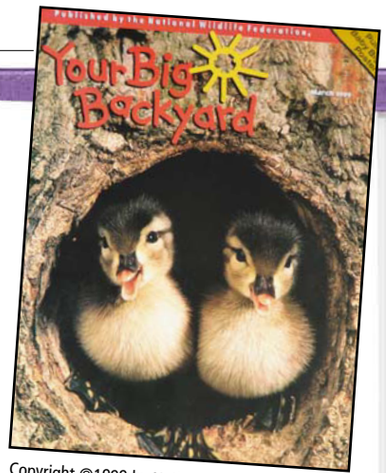
Name _____

## Listening to Instructions

In "Pop-Up Flower Card," the writer tells how to make a special greeting card. What are the steps?

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# Pop-Up Flower Card

from the writers of Your Big Backyard

Celebrate the coming of spring by making a pop-up flower card! You will need a sheet of heavy paper, crayons or markers, scissors, and glue.

First, fold the sheet of heavy paper in half. Then write a message on the front and decorate it.

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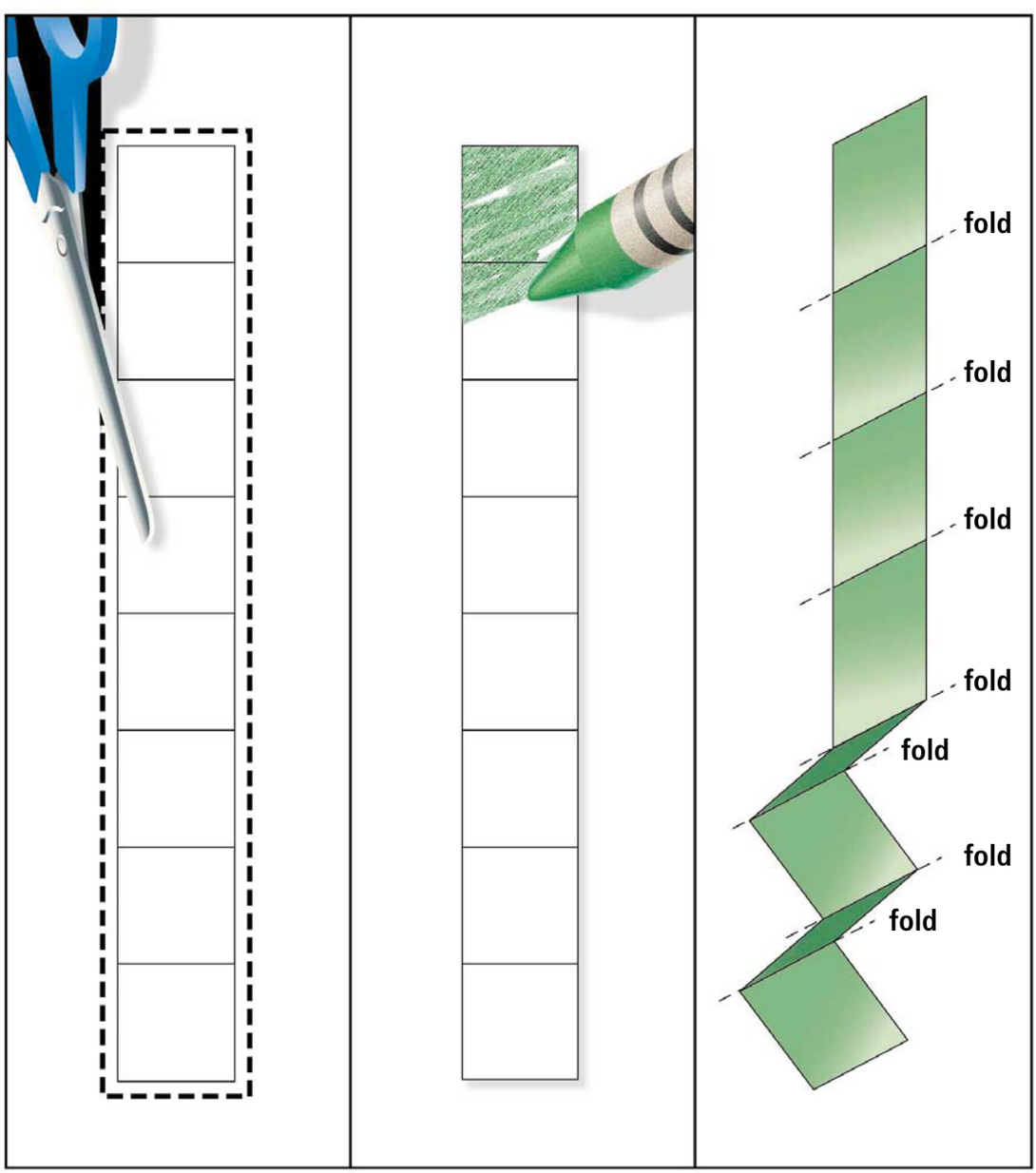
Second, cut out the flower pattern on the next page. Then color the flower.

Next, cut out the stem pattern on the next page. Color both sides of it green. Then fold the stem back and forth on the lines. This will help the flower to pop up.

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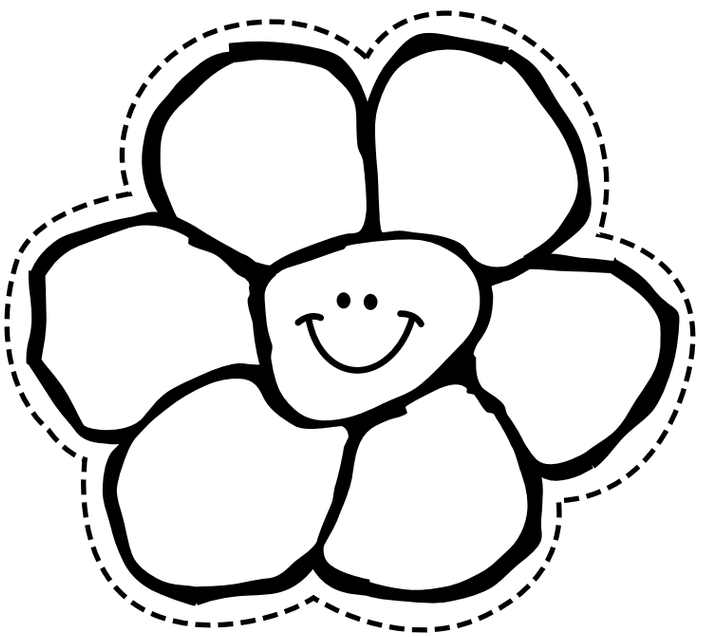
Name _____



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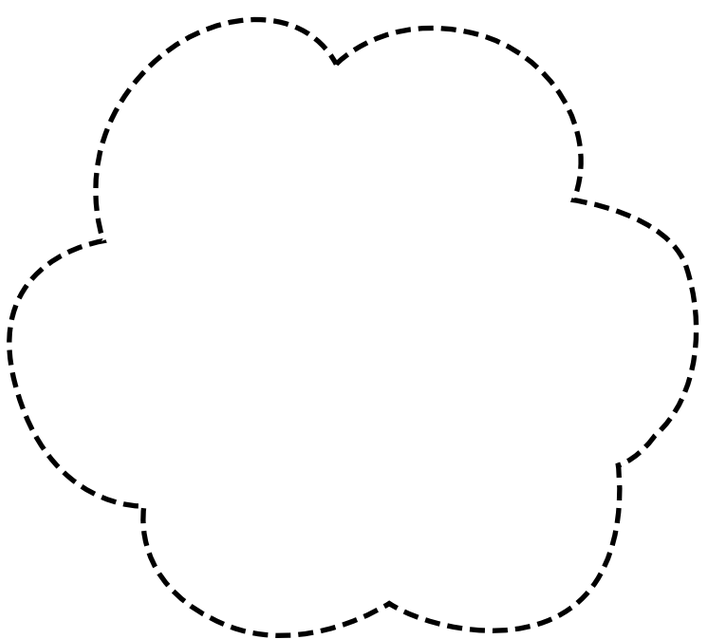

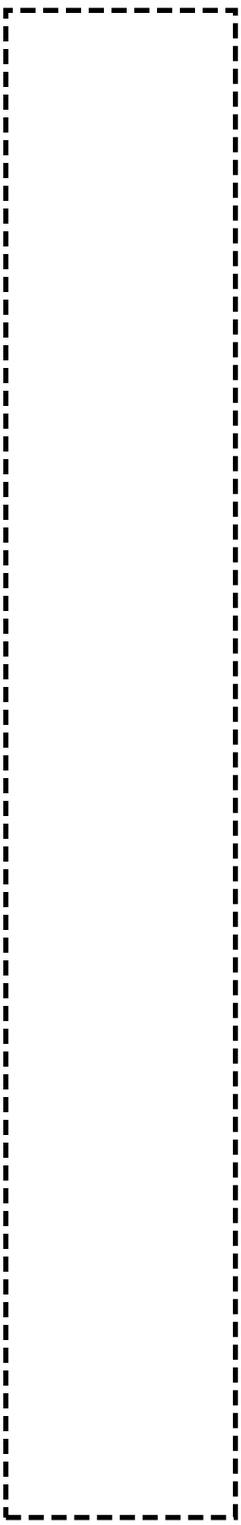

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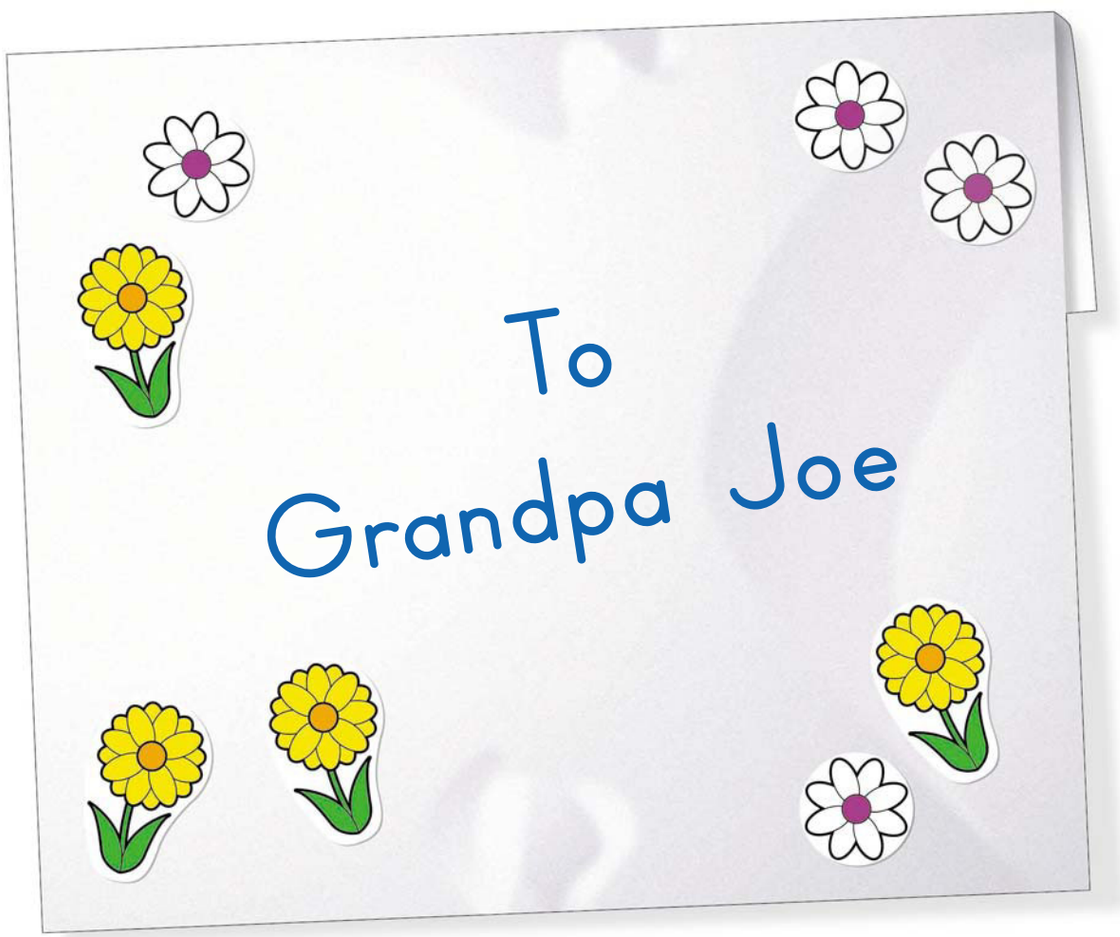
Name _____

Now, glue the flower to one end of the stem. Glue the other end of the stem to the inside of the card.

Last, close the card so that the stem folds.

Put your card in an envelope and give it to someone special. When he or she opens the card, the flower will pop up!

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# Reading As a Writer

## Think About the Instructions

Read these steps for making the card. Number them in order from 1 to 6.

| | | | |
|---|---|---|---|
| ☐ | Cut and color flower. | ☐ | Glue pieces. |
| ☐ | Fold and decorate paper. | ☐ | Fold stem. |
| ☐ | Cut and color stem. | ☐ | Close card. |

Circle the five words that the writer used to tell the order of the steps.

First Second Next Now Third Last

Which sentence first tells what the instructions are about? Circle the correct answer.

the second sentence the beginning sentence

# Responding

What did you like about these instructions? Why?

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Name _____

# What Makes Great Instructions?

**Instructions** tell how to do or make something. Remember to do these things when you write instructions.

- Write an interesting beginning sentence that tells what your paper is about.
- Write all of the steps in order. Use order words.
- Write an ending that will make your readers want to follow your instructions.

**GRAMMAR CHECK**

Add **s** or **es** to most nouns to name more than one.

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Student Model

# FINAL COPY

Hansong Qu

Listen to Hansong's instructions and what W.R. said.

You begin with an interesting topic sentence that tells what we will make.

Your steps are in order. You use order words. Good!

## How to Make a Mask

by Hansong Qu

A mask is easy to make and fun to use. You need a paper plate, scissors, crayons or colored paper, glue, a drinking straw, and tape.

First, fold the plate in half. Next, cut two half circles on the fold for eyes. Then color a face on the plate. You can also cut out decorations and glue them on. Last, tape the straw to the plate for a handle.

Hold up your mask and have some fun.

## Reading As a Writer

Talk with your classmates.

- What four order words did Hansong use?
- What words in the ending sentence make the reader want to follow these instructions?

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See www.eduplace.com/kids/hme/ for more examples of student writing.

Name _____

# Write Instructions

## Choose Your Topic

Who will read or hear your instructions?

Draw two things that you know how to make or do well.

Talk about your drawings.

- Which one do you know how to do better?
- Which one would be easier to write about?

Circle the drawing you will write about.

Finish these sentences.

I will tell how to _____.

_____ will read or hear my paper.

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## Explore Your Topic

Think about your instructions. Draw each step.

| 1 | 2 |
| --- | --- |
| 3 | 4 |

Tell about each drawing. Use order words as you talk. Did you draw every step? Is each step clear?

Make changes to your drawings. Add steps or details.

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Name _____

Focus Skill

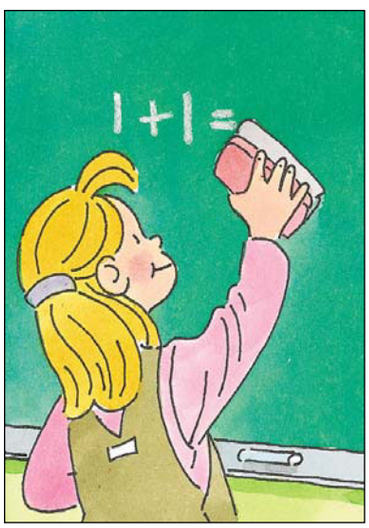
# Order Words

**Order words** make instructions easy to follow. Look at how Hansong matched order words with the steps in making a mask.

| Order Chart | | |
|---|---|---|
| **Number** | **Order Word** | **Step** |
| 1 | first | fold plate |
| 2 | next | cut out eyes |
| 3 | then | color or decorate |
| 4 | last | tape straw |

## Try It Together

Talk about how to wash a chalkboard. Use order words. Say the steps in order.



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See www.eduplace.com/kids/hme/ for graphic organizers.

# Plan Your Instructions

Look at your drawings. Fill in the chart. Write each step number, order word, and step.

**Order Words**

| | |
|---|---|
| first | then |
| second | now |
| third | finally |
| next | last |

**Order Chart**

| Number | Order Word | Step |
|---|---|---|
| | | |
| | | |
| | | |
| | | |

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Name _____

Focus Skill

# Beginnings and Endings

Begin with a topic sentence that tells the main idea of your instructions. Tell something interesting about them.

End with a sentence that makes readers want to follow your instructions. Look again at Hansong's beginning and ending.

A mask is easy to make and fun to use.

Hold up your mask and have some fun.

## Try It Together

Think of sentences to begin and end instructions for making this caterpillar.

## Write Your Instructions

First, write an interesting topic sentence. Next, use your Order Chart to write the steps. Last, write an interesting ending.

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# How Good Are Your Instructions?

Color the star beside each sentence that tells about your writing.

I wrote an interesting beginning sentence that tells what my instructions are about.

I wrote all of the steps in order and used order words.

My ending sentence makes my readers want to follow my instructions.

I used what I have learned about capital letters, end marks, spelling, and using words correctly.

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Name _____

# Revise Your Instructions

What changes did Hansong make? Why?

in half color

First, fold the plate. Then ~~make~~ a face on the plate. Next, cut two half circles on the fold for eyes.

Use words from the box, a ∧, and a ⌒ to add and change words. Move a sentence that is out of order.

| swing<br>the ends of the rope |
|---|

First, two people hold it. Other people jump over the rope each time it hits the ground. Next, they move the rope.

Have a writing conference. See page 262.

Make changes to your writing. Can you color all the stars on page 260 now?

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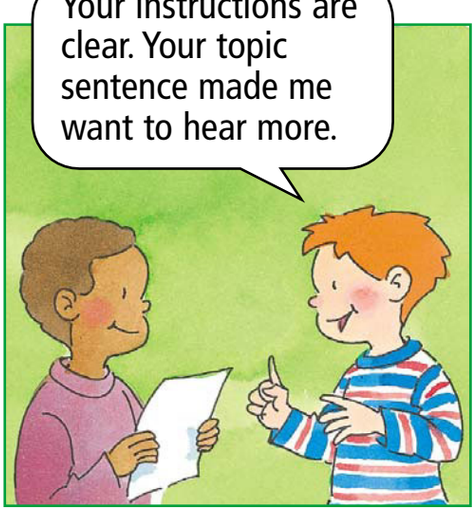
# Having a Writing Conference

What are these children saying and doing?

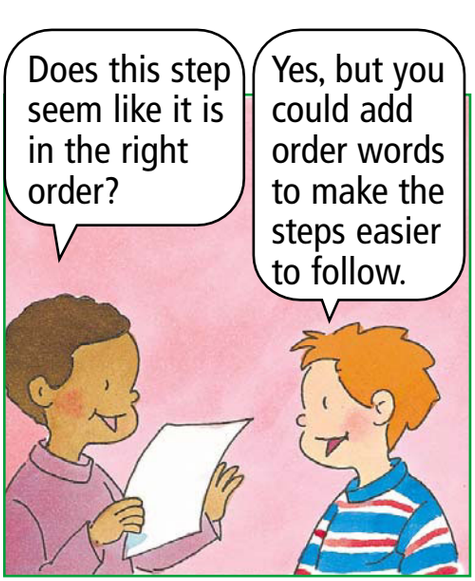
After you listen to a classmate's ideas, be sure to say, "Thank you."

1

2




3




4

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Name _____

# Proofread Your Instructions

What do you look for and do when you proofread? How can you use the Proofreading Checklist and Proofreading Marks to help you?

## Proofreading Checklist

- ☐ capital letters
- ☐ end marks
- ☐ spelling

Mark each box on the checklist as you proofread your writing.

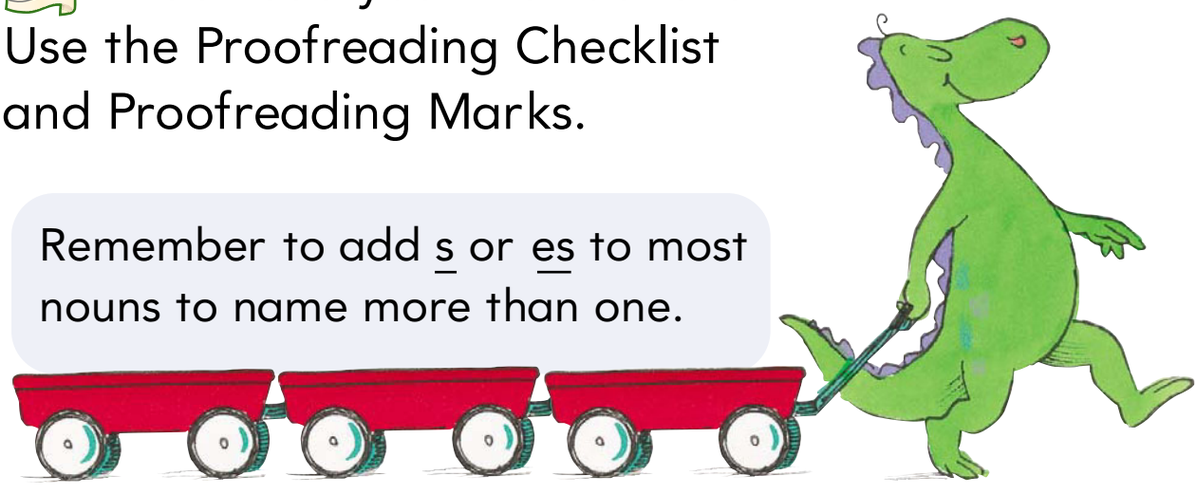
## Proofreading Marks

- ⌒ take out
- ≡ capital letter

Practice proofreading on page 264 before you proofread your own writing.

Proofread your instructions. Use the Proofreading Checklist and Proofreading Marks.

Remember to add s or es to most nouns to name more than one.



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# Proofreading Practice

What are the mistakes in this sentence? How did the writer fix them?

you will need two ~~button~~ buttons?.

Find mistakes with capital letters, end marks, spelling, and using words.

Find two mistakes in each sentence. Use proofreading marks to fix them.

1. make your mom hapy.
2. help out around the houses.
3. Make your bed evry day

Find eight mistakes. Use proofreading marks to fix them.

clean up your spilled up milk. First, get som paper towel. Next, use the towels. To soak up the milk. Wipe up all the spot! put the towels in the trash.

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Name _____

## Publish Your Instructions

Make a neat final copy of your paper. Write a title.

Be sure you wrote all letters correctly and used good spacing.

Look at Ideas for Sharing on the next page. Share your writing.

## Reflect

What did you do best when you wrote your instructions?

_____

_____

_____

_____

_____

_____

What did you learn about writing instructions?

_____

_____

I learned _____.

**Tech Tip** Remember to leave space for drawings.

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# Ideas for Sharing

## Write It

★ Write each step on a paper strip. Number the steps. Put the strips in order. Make a poster.

How to Set the Table
1. Put a tablecloth on the table.
2. Put a plate on the table for each person.
3. Put a fork to the left of each plate. Put a knife and spoon to the right of each plate.
4. Fold a napkin in half and place it on the plate.

## Say It

★ Read your instructions into a tape recorder. Play the tape for your class.

## Show It

★ Show your classmates how to do the steps in your instructions.

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Name _____

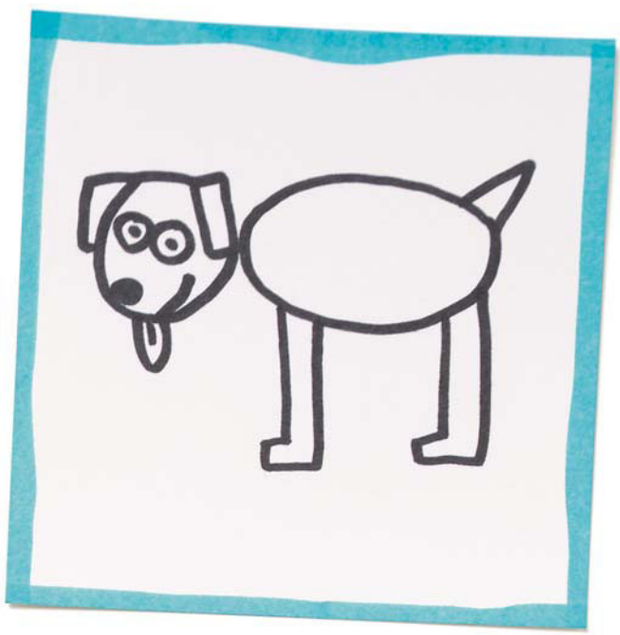
# Writing Prompts

Use these ideas to write instructions. Think about who will read and follow your instructions.

1

## ART

Write instructions telling how to draw a dog like this one.



2

## MATH

Write instructions telling how to make a pattern necklace with pasta. Draw pictures to show the steps.

3

## MUSIC

Write instructions telling someone how to play a drum or a horn.

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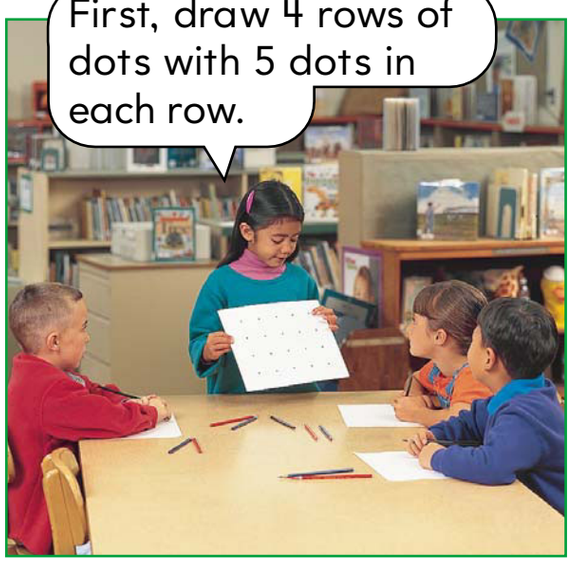
# Giving Instructions

Maria gave these instructions for playing a game.

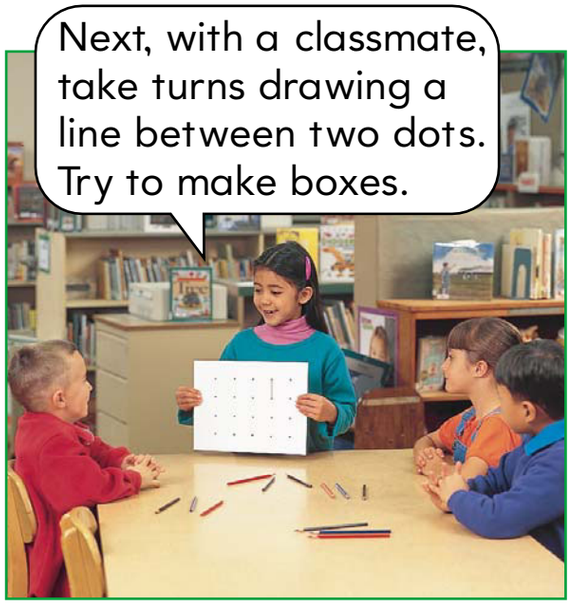
Look at the pictures and listen to what she said.

1 To play this game, you will need colored pencils and a sheet of paper.

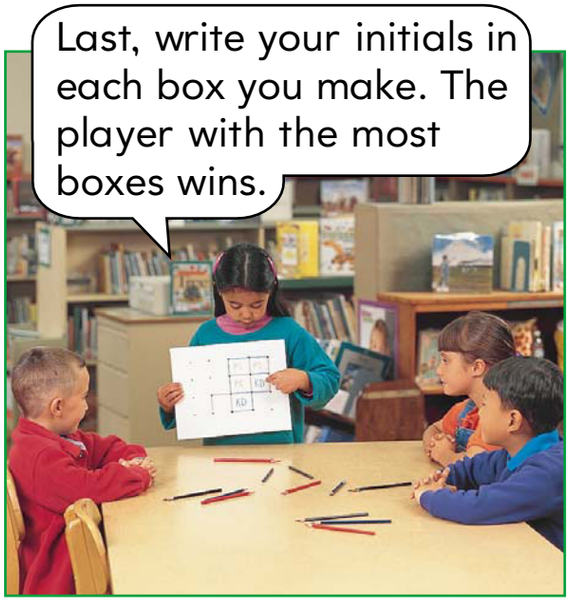
2 First, draw 4 rows of dots with 5 dots in each row.



3 Next, with a classmate, take turns drawing a line between two dots. Try to make boxes.



4 Last, write your initials in each box you make. The player with the most boxes wins.



Why were Maria's instructions easy to understand? Use them to play the game.

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Name

Listen to these tips.

## Tips for Giving Instructions

- Tell what your instructions are about.
- Name the things that are needed.
- Say the steps in order. Use order words.
- Show how to follow the instructions.

## Apply It

Think about something you know how to do well. Write the steps you must follow to do it.

Follow the tips above as you say your instructions to a classmate.

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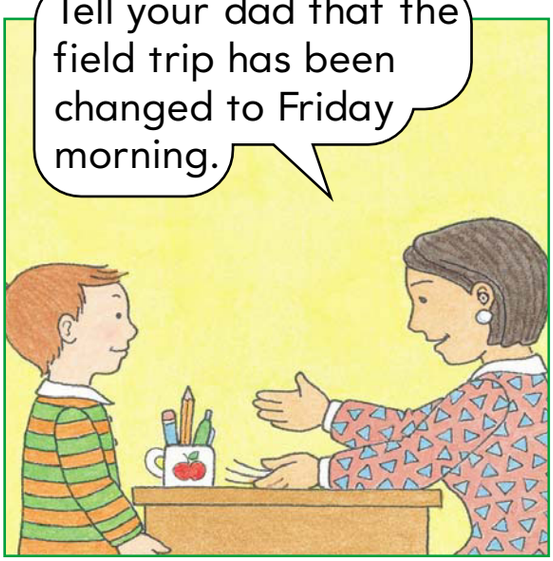
# Retelling a Spoken Message

Max retells a message he hears.

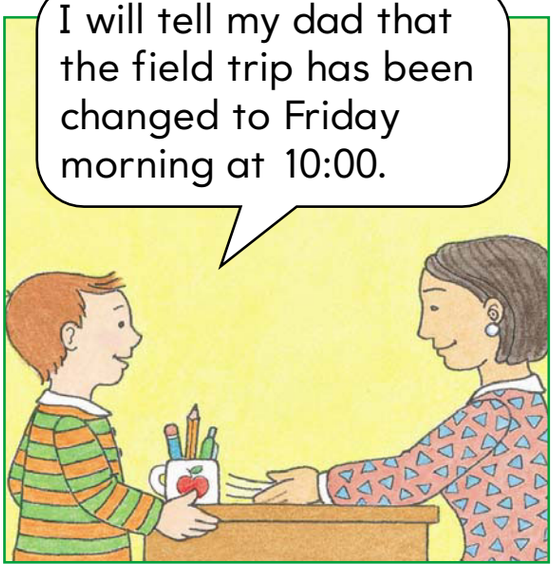
Listen to the message. Look at the pictures.

1




2

3

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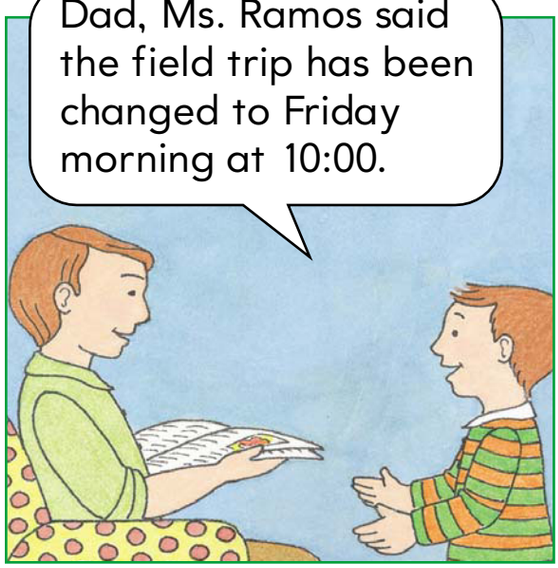


What did Max say and do?

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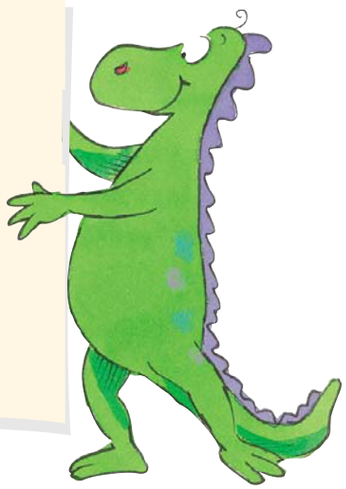
Name _____

Listen to these tips.

## Tips for Retelling a Spoken Message

- Listen to the whole message.
- Listen for important facts and details.
- Ask questions if something is not clear.
- Retell the message to the right person.



## Apply It

Write a message that you will tell.

Tell your message to a classmate.

Listen as he or she retells it to the group.

Which tips did your classmate follow?

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# Comparing Media

Newspapers, billboards, television, and radio give information. They are called **media**.

Look at the media below. Listen to the information they give.

**Three Ring Circus on Parade**

The Three Ring Circus came to town today. People on Main Street were treated to a circus parade. The crowd loved the clowns, jugglers, and animals.

I'm here on Main Street. The Three Ring Circus has just arrived in town. Behind me, you can see that the circus parade is starting.

See the show that everybody is talking about. See the juggling clowns, trapeze artists, and amazing animals. Don't miss the Three Ring Circus!

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Name

Think about the media on page 272.

- Which ones use only words?
- Which ones use pictures and words?
- Which ones use sound?

## Apply It

Think of some information you can share with your class. Make a poster showing the information.

Write an announcement giving the same information.

Share your information.

Talk about your media.

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# Special Focus

## Expressing and Informing

### Special Focus on Expressing

**Writing an E-mail Message**

Page 275

### Special Focus on Expressing

**Writing to Express an Opinion**

Page 278

### Special Focus on Informing

**Writing a Research Report**

Page 284

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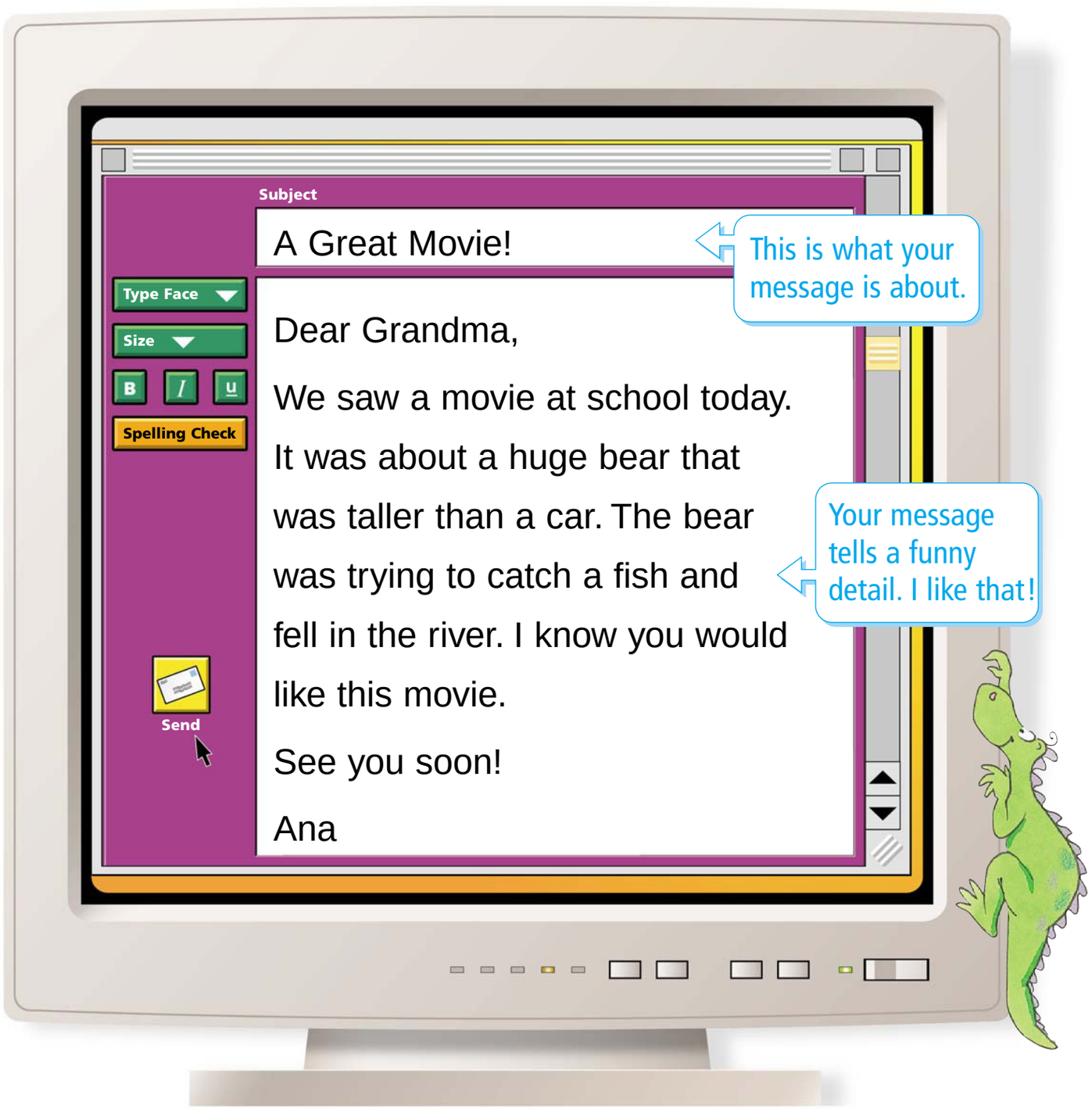
Name _____

# Writing an E-mail Message

An **e-mail message** is a note that you write and send, using a computer.

Listen to Ana's e-mail message.


Subject
A Great Movie!
This is what your message is about.
Type Face
Size
B
I
U
Spelling Check
Dear Grandma,
We saw a movie at school today. It was about a huge bear that was taller than a car. The bear was trying to catch a fish and fell in the river. I know you would like this movie.
Your message tells a funny detail. I like that!
See you soon!
Ana
Send

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## Reading As a Writer

Circle the words that name the subject of Ana's e-mail.

A Good Book!  A Great Movie!

Circle the name of the person who will get Ana's e-mail.

Grandma  Aunt Jill

## How to Write an E-mail Message

To whom will you write?

List ideas and details that you will write about.

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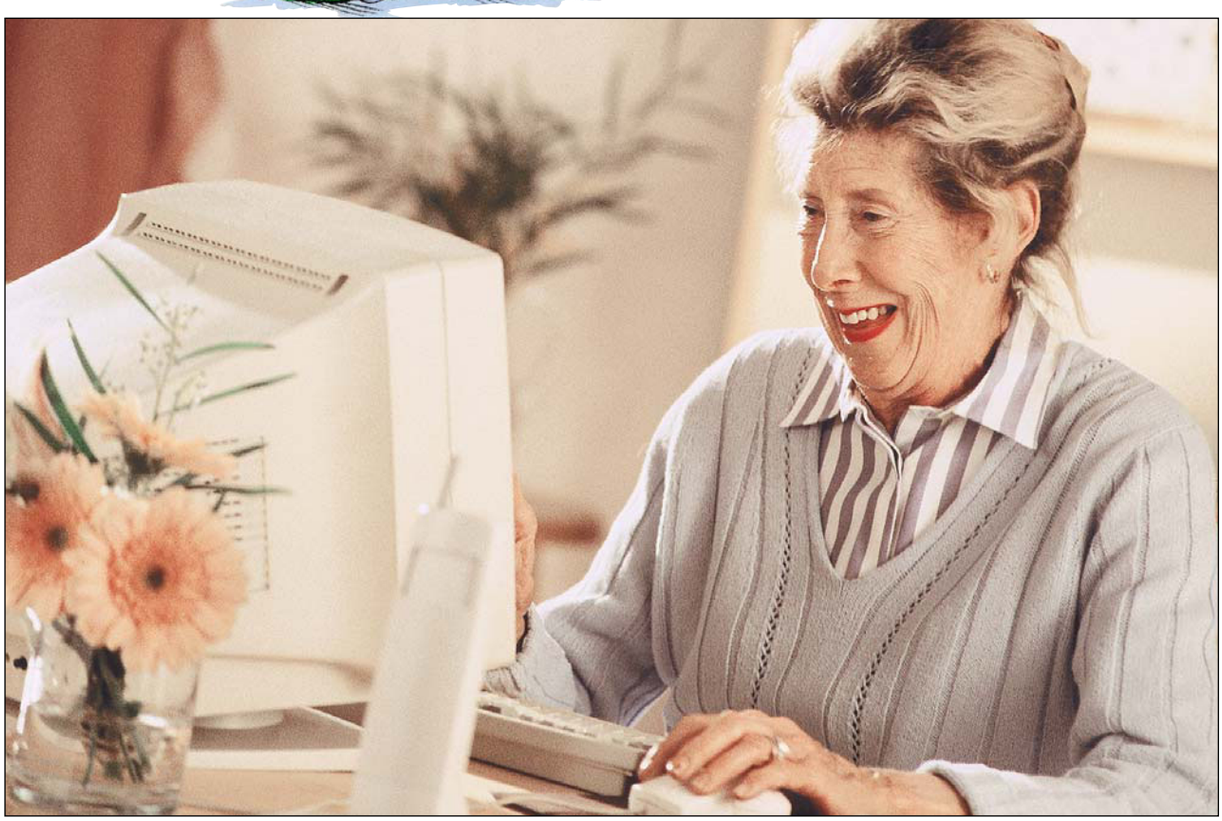
Name _____

Write your e-mail, using a computer.

1. Type a few words in the subject box. Tell what you will write about.
2. Type a short message. Follow the rules of good writing.
3. Proofread your message. Fix any mistakes.

Send your e-mail, using a computer.



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# Writing to Express an Opinion

When you write an **opinion paper**, you tell why you like or do not like something.

Listen to Dillon's opinion paper and what W.R. said about it.

Your **opening** tells what you think about going on walks. Good job!

Here is the **reason** why you like to go on walks.

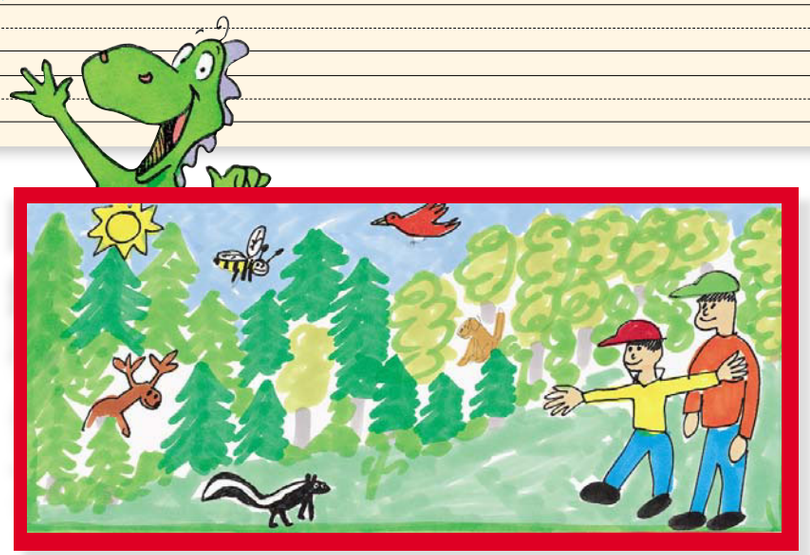
You give lots of **examples**.

Your **closing** retells what you like about walks!

## Walks

Going for walks is one of my favorite things to do. I like to go for walks because I see interesting animals. I see skunks, birds, and bees. I see squirrels, dogs, and cats too. Sometimes I even see deer that look friendly.

I love to go for walks and see so many animals. Going for walks is fun.



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Name _____

# Reading As a Writer

Look at Dillon's first sentence. Write the word that lets you know that he likes going for walks.

_____

_____

_____

Circle the sentence below that tells why Dillon likes to go on walks.

He likes skunks.

He sees many interesting animals.

He walks his dog.

Write the names of four animals that Dillon sees on his walks.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

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# How to Write an Opinion Paper

Think about something that you like a lot. Draw a picture of it. This is your topic.

Finish this sentence. Write your topic and one thing that you like about it.

I like _____

because _____

_____.

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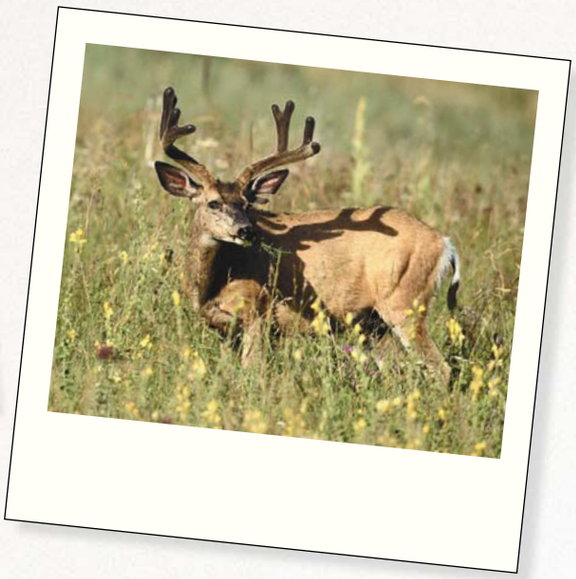
Name _____

Dillon made a plan before he began to write. What did he put in his plan?



Opinion

I like walks.

Reason

I see interesting animals.

Examples

I see skunks, birds, dogs, cats, and deer.

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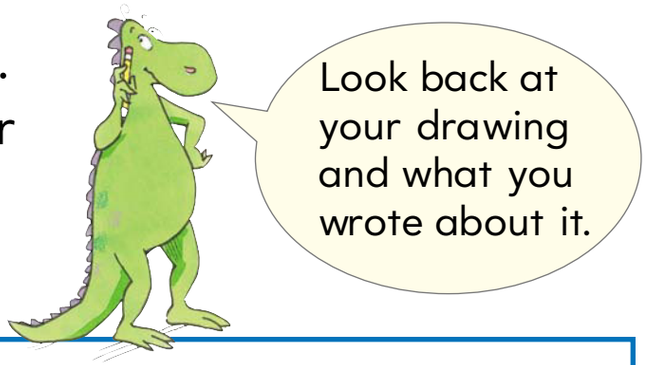
Think about your topic. Fill in this chart to plan your opinion paper.




## Opinion

## Reason

## Examples

Write your opinion paper. Use your drawing and your chart.

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Name _____

# How Good Is Your Opinion Paper?

Color the star beside each sentence that tells about your paper.

- My opening tells what I think about my topic.
- I wrote a reason for my opinion and some examples.
- My closing retells the reason for my opinion.
- I used what I have learned about capital letters, end marks, spelling, and using words correctly.

Read your paper to a classmate and talk about it.

Make changes to your paper.

Proofread your paper. Then make a neat final copy and add a title.

Share your paper in an interesting way.

Use the Proofreading Checklist and Proofreading Marks on page 263.

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# Writing a Research Report

When you write a **research report**, you write facts about a topic.

Listen to Alex's report and what W.R. said about it.

You tell your topic in the **opening**. Good!

The **facts** in these sentences answer your **question**.

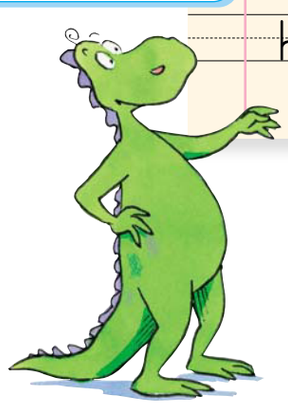
Your **closing** is interesting and retells the **main idea**!

## A Helpful Insect

The praying mantis is a very helpful insect.

What does a praying mantis look like? It has a thin green and brown body. It can be about the same size as a short pencil. A praying mantis has two wings and six legs. The two front legs have sharp hooks and spines. The praying mantis uses them to catch and hold its food.

People like the praying mantis because it eats bugs. It is a very helpful insect.



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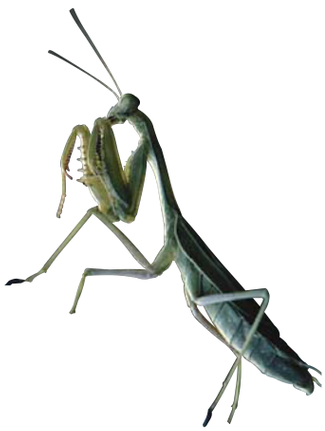
Name _____

# Reading As a Writer

Circle the picture that shows Alex's topic.



Write four facts Alex wrote about his topic.

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# How to Write a Research Report

Draw pictures of two animals that you would like to learn about.

Talk about your pictures with a classmate. Then choose one animal to write about.

- Is this animal interesting enough?
- Can I find facts about it?

Finish these sentences.

I will write about _____.

I will write my paper for _____ to read.

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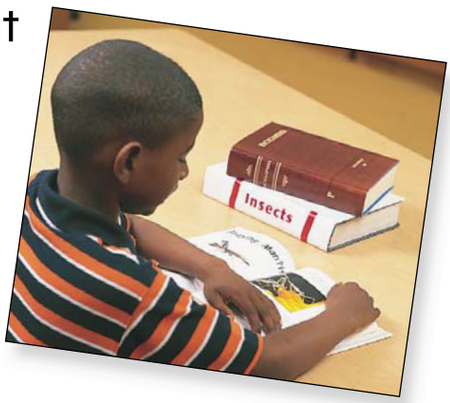
Name _____

You will need to find facts about your animal. A **fact** is something that is true or real. An **opinion** is what someone thinks or feels.




Which sentence tells a fact? Which one tells an opinion?

A pig has a curly tail.

I think a pig is cute.

Look at the chart Alex used to plan his report. What facts did he write to answer his question?

## Question and Answer Chart

**My topic is** a praying mantis.

**Question** What does a praying mantis look like?

**Answers** green and brown body
about the size of short pencil
two wings
six legs
front legs have hooks and spines

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Fill in this chart to plan your report. You can use books to find facts or use a computer to find them.

## Question and Answer Chart

My topic is _____.

Question _____

Answers _____

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Name _____

Alex used his chart as he wrote his report. He used his own words to write the facts as sentences. Listen to one fact he found and the sentence he wrote.

**Fact** about the size of short pencil

**Sentence** It can be about the same size as a short pencil.

Write your research report.

1. Name your topic and tell something about it in your opening.
2. Write your question. Tell what you want to find out about your topic.
3. Write sentences telling facts that answer your question.
4. Write a closing for your report. Tell something interesting about your topic. Retell the main idea.

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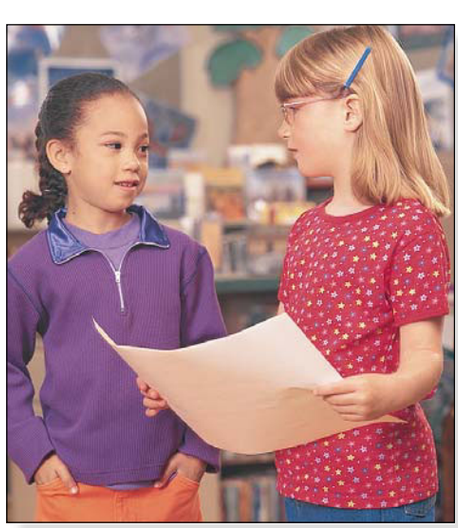
## How Good Is Your Report?

Read your report. Color the star beside each sentence that tells about your writing.

- I wrote an opening and a question about my topic.
- I wrote sentences with facts that answer the question.
- I wrote an interesting closing. I retold the main idea.
- I used what I have learned about capital letters, end marks, spelling, and using words correctly.

Read your report aloud to a classmate. Talk about your writing.

Think about the changes you could make. Make the changes you want.



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Name _____

Proofread your report. Use the Proofreading Checklist and Proofreading Marks to help you.

## Proofreading Checklist

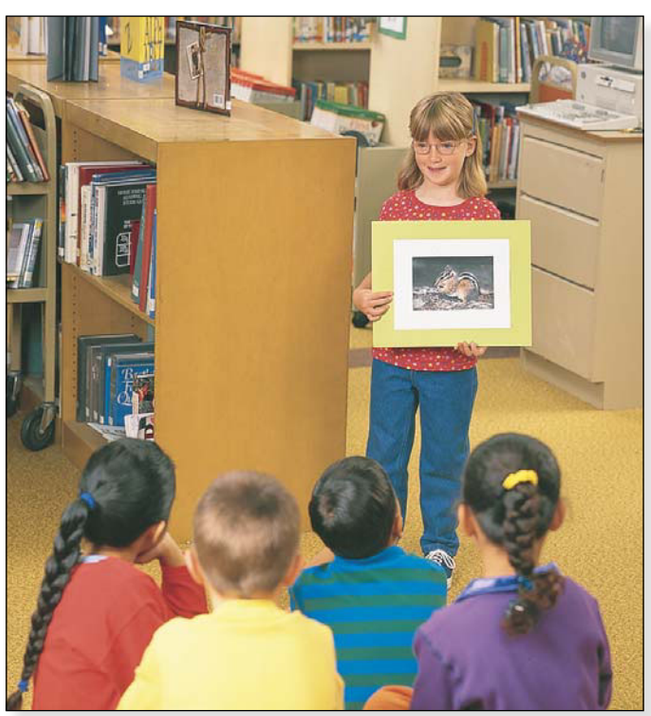
- ☐ capital letters
- ☐ end marks
- ☐ spelling

## Proofreading Marks

- take out
- ≡ capital letter

Make a neat final copy of your report. Add a title that tells your topic.

Share your report with the class or someone at home. Show a picture of your animal.



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# Tools and Tips


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Name _____

# ABC Order

These letters and words are in ABC order.

a b c d e f g h i j k l m n o p q r s t u v w x y z

dog hat nine

## Try It Out • Think, Speak, Write

Say the words in each box.

Circle the first letter in each word. Color the frame if the words in a box are in ABC order.

1. apple
   bike
   hat

2. ring
   sun
   tent

3. kite
   egg
   doll

4. map
   net
   rug

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# Words in a Dictionary

a b c d e f g h i j k l m n o p q r s t u v w x y z

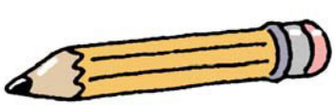
A **dictionary** is a book about words. The words or pictures in a dictionary are in ABC order.

## Try It Out • Think, Speak, Write

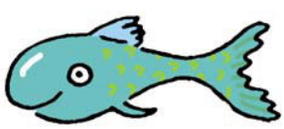
Say the words in each box below.

Circle the word that comes first in a dictionary.

1.

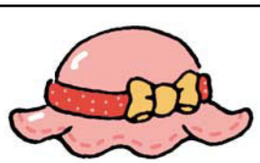


pencil



fish

2.

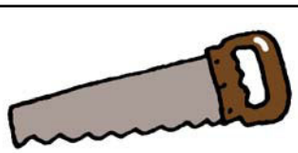


hat

coat

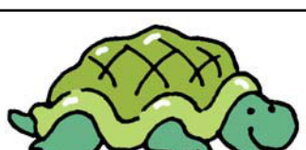
3.

man

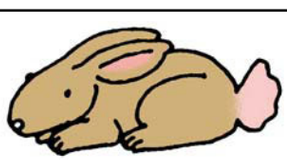


saw

4.



turtle



rabbit

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Name _____

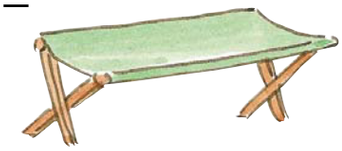
# Using a Dictionary

Words that begin with the same letter are in the same part of the dictionary.

These words are in the **C** part.

**can**

**coat**

**cot** 

## Try It Out • Think, Speak, Write

Say the words that are in the **B** part of a dictionary.

| | | | |
|---|---|---|---|
| boat | cat | bat | box |
| book | girl | bird | bed |

Write the letter that names the part of a dictionary where each word is found.

**1.**

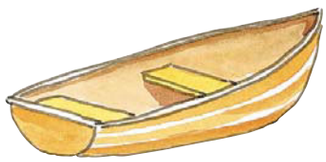
jar J

**2.**

key _____

**3.**

duck _____

**4.** 

boat _____

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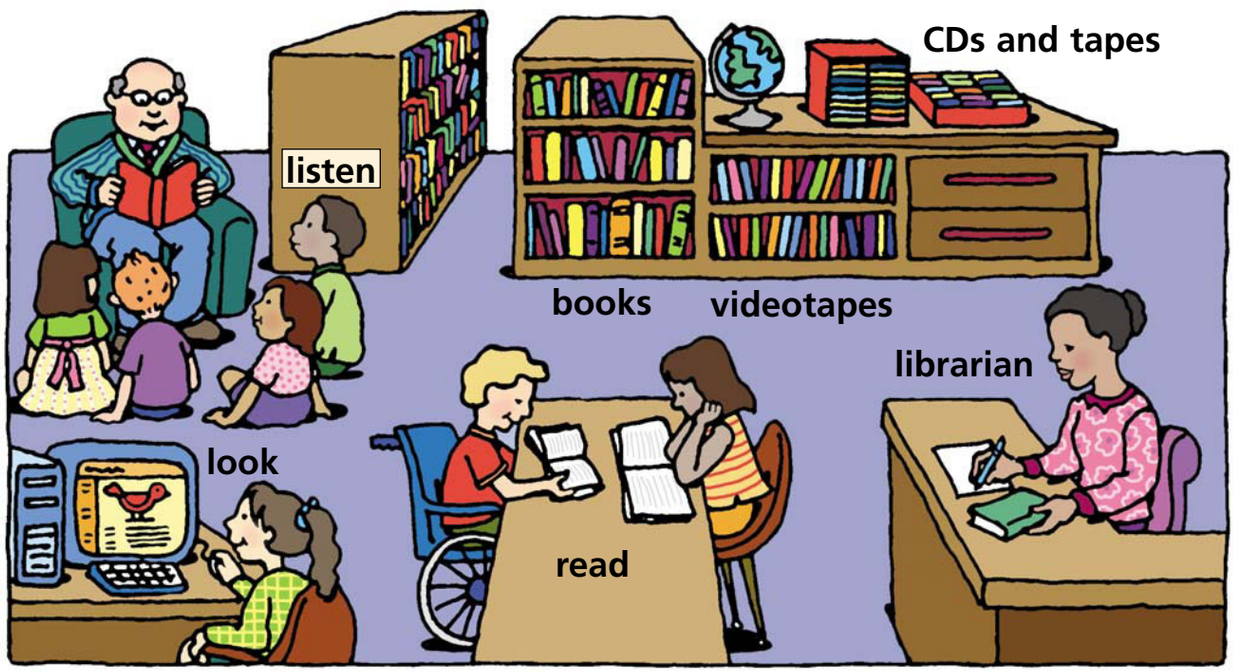
# Using the Library

A **library** is a place where many books are kept. You may borrow these books and take them home.




Write sentences about what you would see or do in a library.

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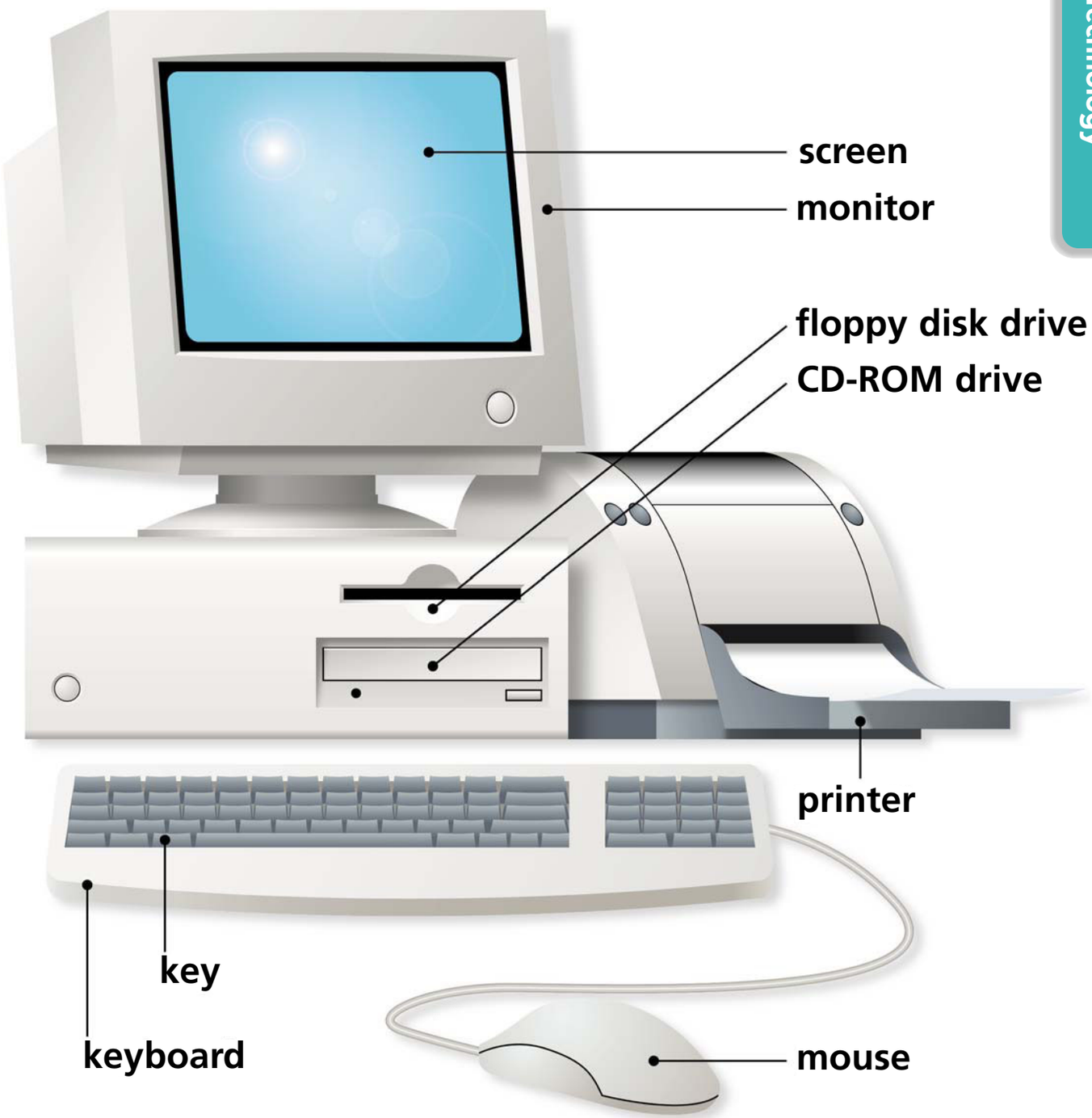
Name _____

# Parts of a Computer

A **computer** is a machine that you can use to write and draw or to find facts.

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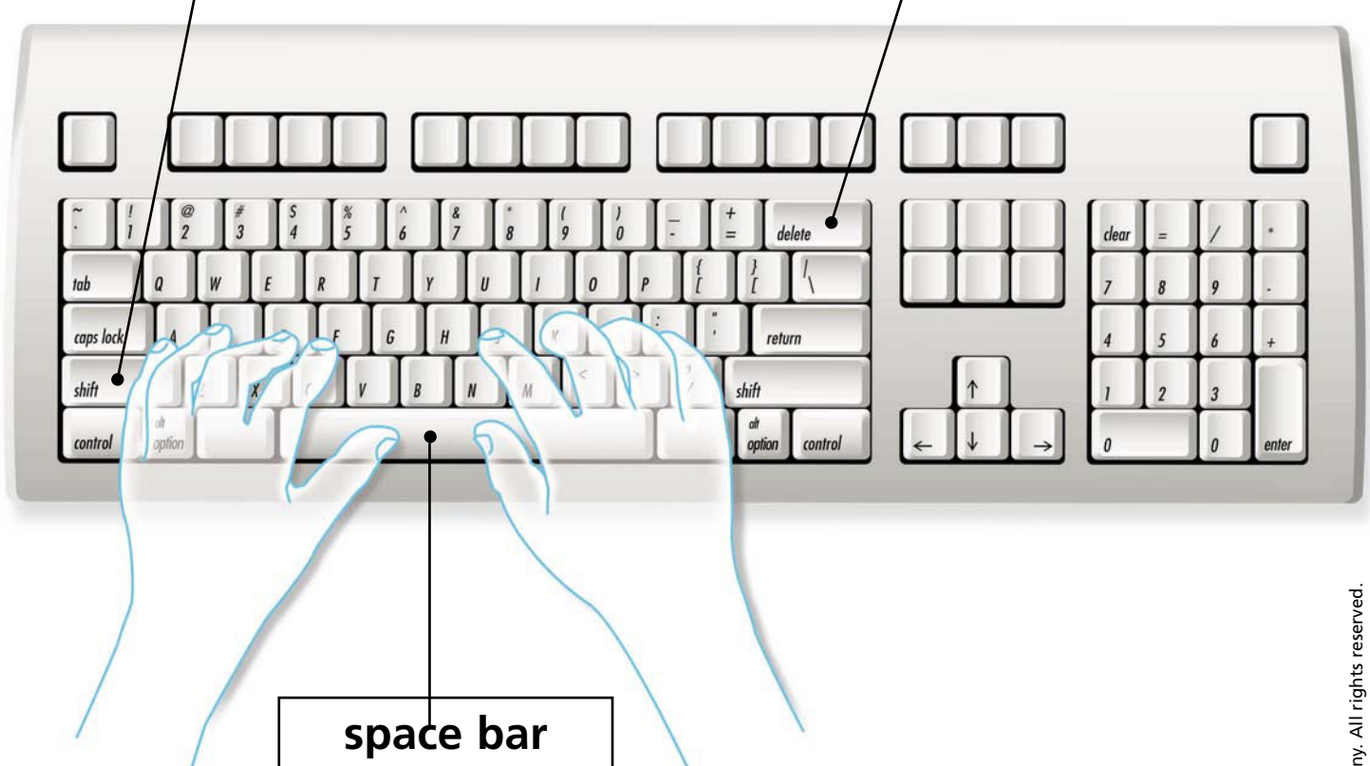
# Using the Keyboard

The **keyboard** has a key for each letter. Some keys have numbers. Other keys have end marks or other marks.

**shift key**
Hold down this key to make capital letters.

**delete key**
Press this key to take out something.




**space bar**
Press this bar to make a space.

Write a sentence. Then practice typing it, using a keyboard.

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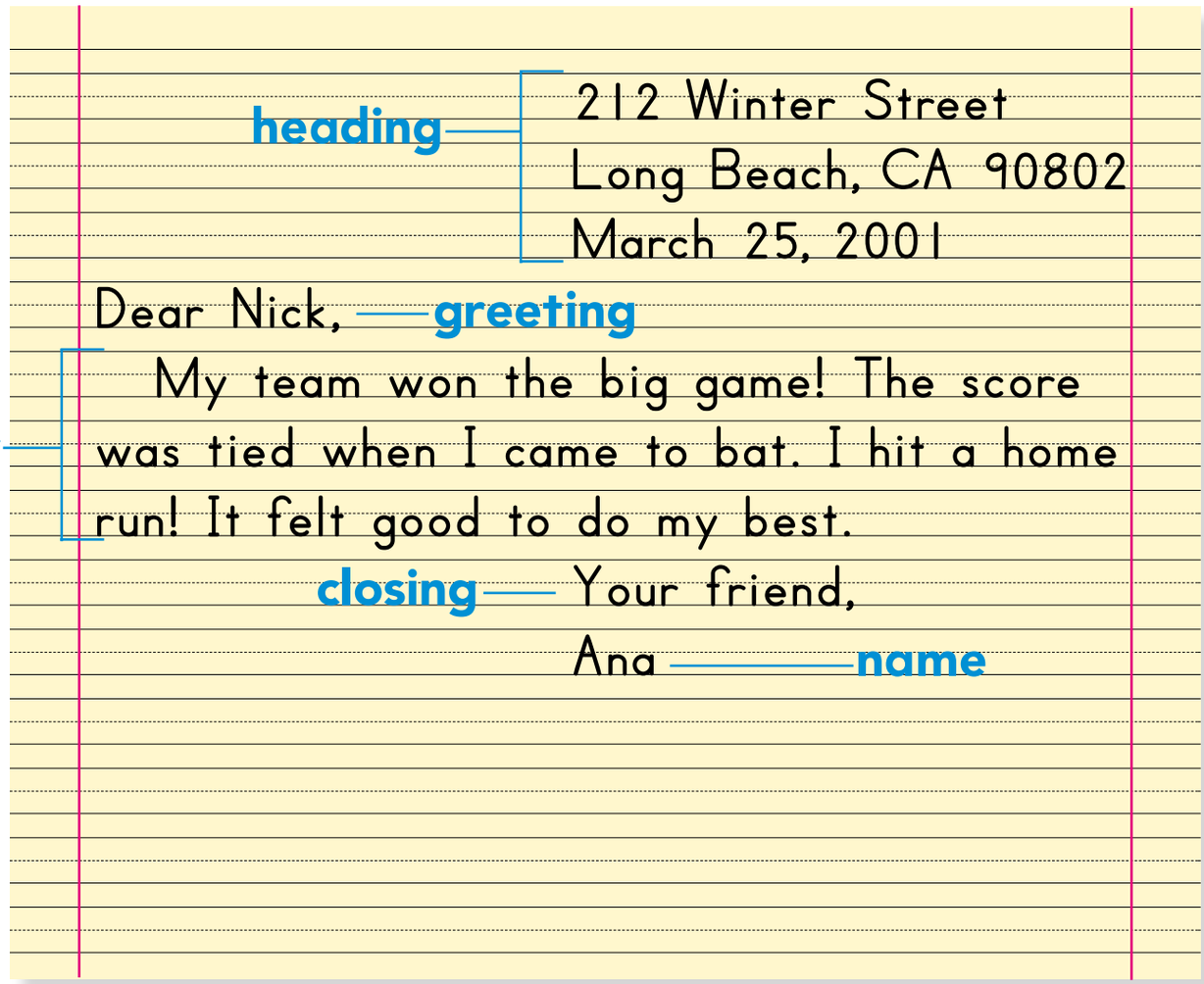
Name _____

# A Friendly Letter

You write a **friendly letter** to someone you know. A friendly letter has five parts.


heading
212 Winter Street
Long Beach, CA 90802
March 25, 2001
Dear Nick, greeting
body
My team won the big game! The score was tied when I came to bat. I hit a home run! It felt good to do my best.
closing
Your friend,
Ana
name

- The **heading** tells your address and the day you wrote the letter.
- The **greeting** tells who will get the letter.
- The **body** is the main part.
- The **closing** ends the letter.
- Write your **name** after the closing.

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# A Thank-you Letter

You write a **thank-you letter** to thank someone for a gift or for doing something nice. A thank-you letter has the same five parts as a friendly letter.

33 Maple Drive
Tampa, FL 33063
October 1, 2001

Dear Aunt Sue,

Thank you for the book. I can read it by myself. I love the pictures!

Love,
Max

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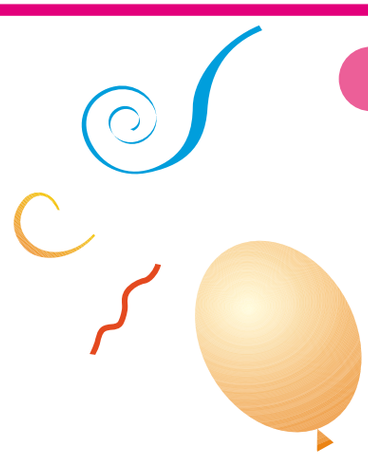
Name _____

# An Invitation

You write an **invitation** to ask someone to come to a party or other event. An invitation tells what the event is. It tells where and when it will be.



**Dear** Ben,

**Please come to my**

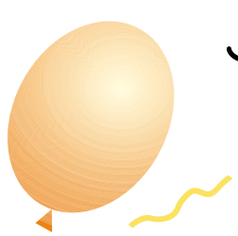
birthday party.

**Day** Sunday, December 18

**Time** 2:00

**Place** 10 Cherry Street

Your friend,
Jill



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# Tricky Words to Spell

You use many of these words in your writing. Check this list if you cannot think of the spelling for a word you need. The words are in ABC order.

**A**
again
always
am
and
are

**B**
because
before

**C**
cannot
could

**D**
down

**F**
for
friend
from

**G**
girl
goes

**H**
have
here
how

**I**
I'm
it
it's

**K**
know

**L**
little

**N**
name
new
now

**O**
on
other
our
out

**P**
pretty

**R**
really
right

**S**
said
school
some
something

**T**
that's
their
there
through
time
tried

**V**
very

**W**
want
was
went
were
where
would
write

**Y**
you
your

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Name _____

# Word Bank

## People
baby
boy
brother
children
father
friend
girl
man
mother
sister
teacher
woman

## Places
airport
beach
city
farm
home
jungle
library
park
playground
pond
school
store
town

## Animals
cat
deer
dog
duck
elephant
fox
kangaroo
lion
moose
pig
skunk
tiger
turtle
whale
zebra

## Things
apple
ball
bat
bike
car
chalkboard
desk
dish
doll
hat
lunch box
ruler
toy

## Actions
catch
chase
cook
cry
draw
drink
eat
fly
hop
jump
kick
laugh
leap
make
paint
play
read
ride
run
sing
skate
skip
sleep
swim
talk
throw
walk
write

## Directions
behind
beside
between
down
in
left
on
over
right
under
up

## Tastes
fishy
fresh
juicy
salty
smoky
sour
spicy
sweet



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# Word Bank

## Colors

black
blue
brown
green
orange
purple
red
white
yellow

## Sizes and Shapes

big
flat
huge
large
little
long
round
short
small
square
tall
thin
tiny
wide

## Number Words

zero 0
one 1
two 2
three 3
four 4
five 5
six 6
seven 7
eight 8
nine 9
ten 10

## Months

January
February
March
April
May
June
July
August
September
October
November
December

## Days

Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday

## Seasons

summer
fall
winter
spring

## Holidays

Labor Day
Columbus Day
Thanksgiving Day
Martin Luther King, Jr. Day
Valentine's Day
Presidents' Day
Memorial Day
Independence Day

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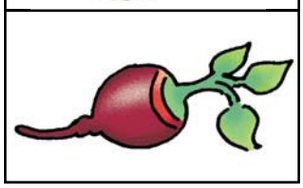
Name _____

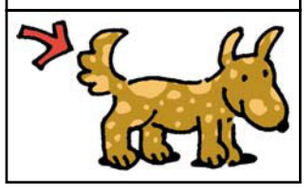
# Homophones

**Homophones** are words that sound alike but have different spellings and meanings.

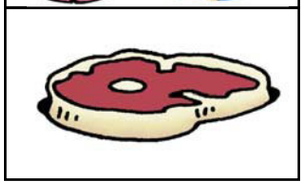
beat


beet

tale

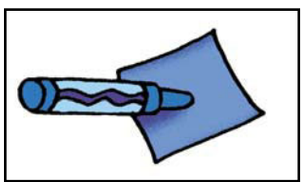

tail

meet


meat

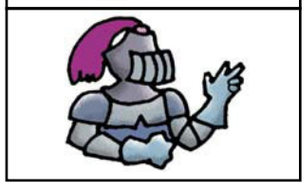
one

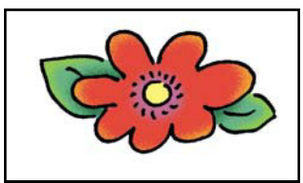
won

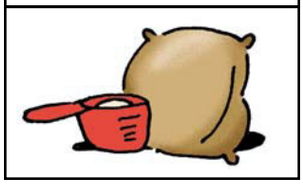

blue

blew

night


knight


flower


flour

see

sea

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# Using My Picture Dictionary

My Picture Dictionary shows words in ABC order.

Find each word below in My Picture Dictionary. Write another word that you find under the same letter.

1. bird

boy

2. fan

3. line

4. paint

5. store

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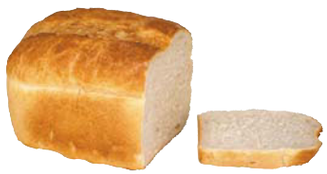
Name _____

# My Picture Dictionary

| Aa | Bb | Cc |
| --- | --- | --- |
| acorn | bird | children |
| apple | boy | circle |
| arm |  bread | coat |



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# Dd

dinosaur

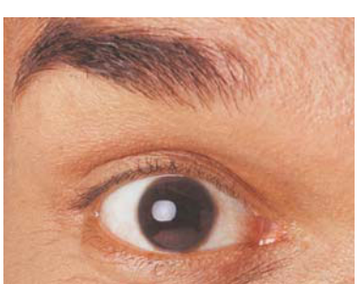
door

duck

# Ee

ear

egg



eye

# Ff

fan

father

foot

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Name _____

| Gg | Hh | Ii |
|---|---|---|
| game | hand | ice |
| girl | hill | ink |
| glass | house | iron |

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## Jj

jar

juice

jump

## Kk

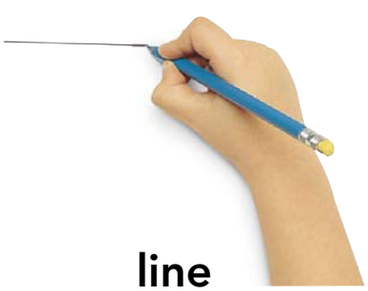
key

kitchen

kite

## Ll

letter



line

listen

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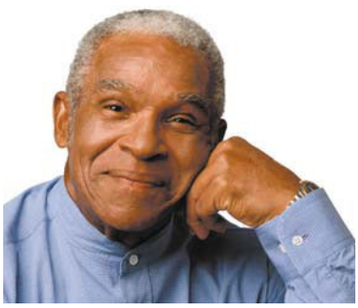
Name _____

| Mm | Nn | Oo |
|---|---|---|
|  man | net | one |
| moon | night | open |
| mother | note | orange |

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# Pp

paint

people

picture

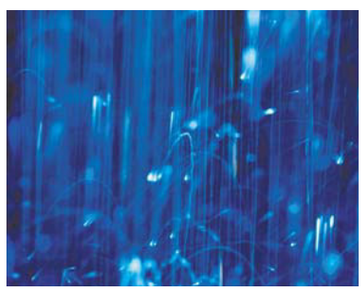
# Qq

quarter

queen

quilt

# Rr



rain

road

rock

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Name _____

| Ss | Tt | Uu |
|---|---|---|
| school | table | umbrella |
| sock | teacher | under |
| store | 2 two | up |

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# Vv

van

vegetables

violin

# Ww

walk

window

woman

# Xx

x–ray

xylophone

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Name _____

# Yy

yard

year

yo-yo

# Zz

zebra

zipper

zoo

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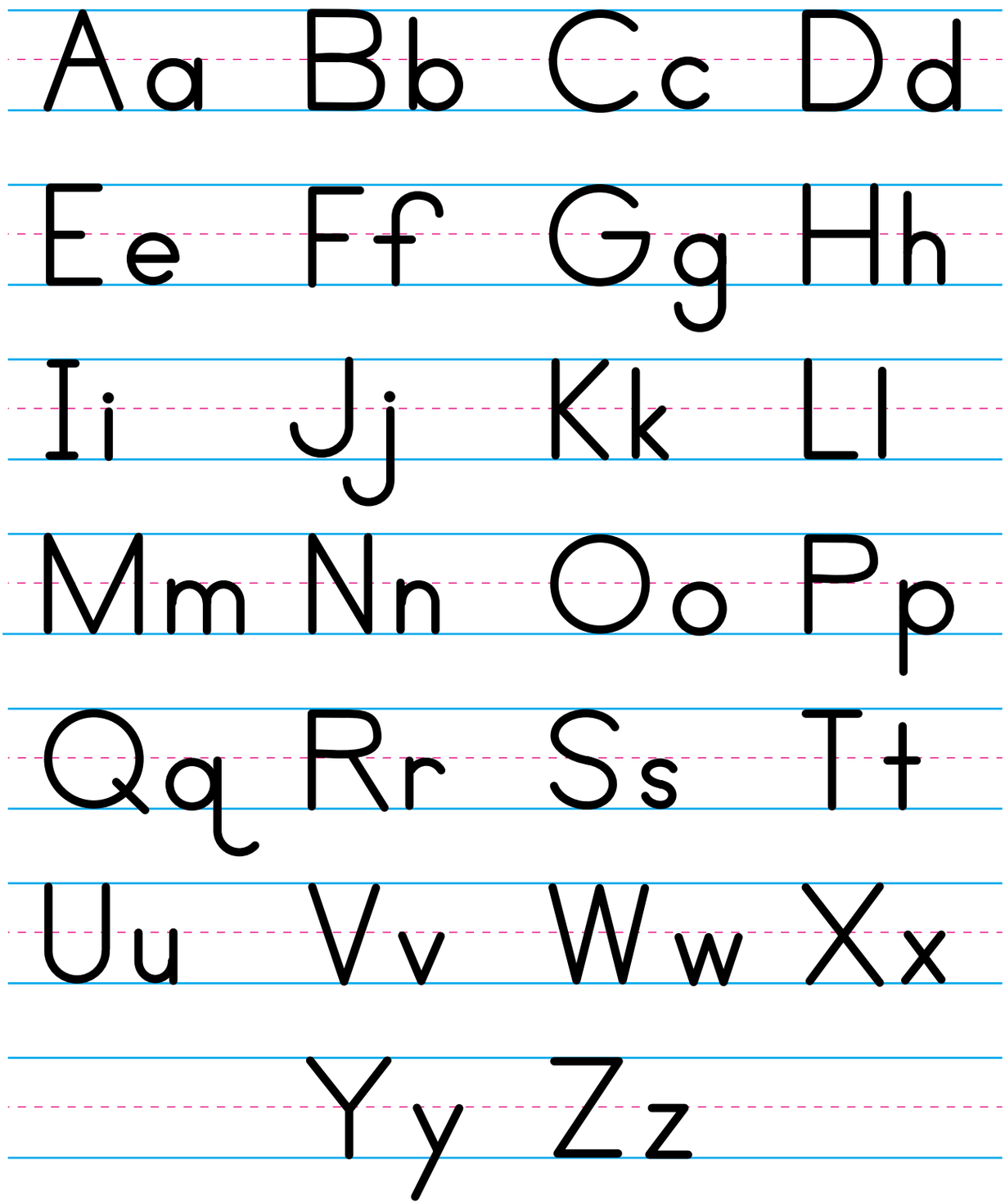
Name _____

# Handwriting: The Alphabet



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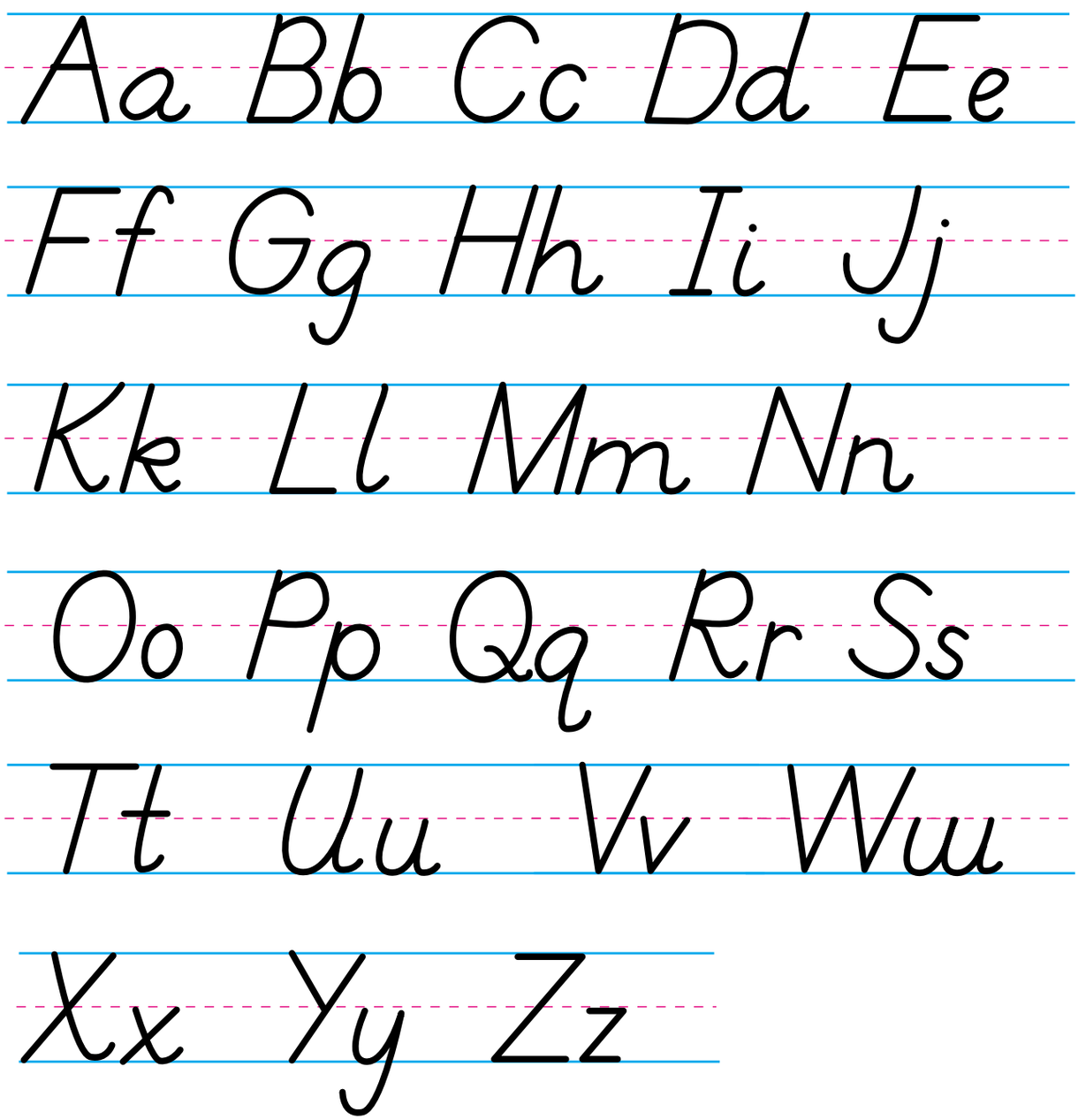


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